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ABSTRACT

An evaluation was conducted in Maryland of the vocational education delivery systems assisted under the Job Training Partnership Act and the Carl D. Perkins Vocational Education Act, in terms of their adequacy and effectiveness in achieving the purposes of these acts for the program years 1986-87 and 1987-88. Evaluation was carried out through meetings with various state agencies charged with carrying out the programs supported by the acts and by site visits. Analysis of evaluation results was performed in the areas of vocational education delivery systems, state education and coordination grant programs, performance standards, program participants, placement of program completers, coordination policy and practice, coordination with local education agencies, and coordination with community colleges. It was concluded that the purposes of the JTPA are being achieved in a responsive manner throughout the state. Similar conclusions were reached in the evaluation of activities under the Perkins Act. Recommendations were made for improvements in the implementation of both acts. In addition, a study of coordination of programs throughout Maryland led to recommendations for improved articulation. (KC)

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MARYLAND STATE COUNCIL ON VOCATIONAL-TECHNICAL EDUCATION

SECOND BIENNIAL REPORT

EVALUATION of VOCATIONAL EDUCATION DELIVERY SYSTEMS

ASSISTED UNDER
the
JOB TRAINING PARTNERSHIP ACT
and
CARL D. PERKINS
VOCATIONAL EDUCATION ACT

CE052268

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ACKNOWLEDGMENT

This report was prepared under the direction of the following members of the Maryland State Council on Vocational-Technical Education, who constituted the Council's Evaluation and Plan Committee.

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PREFACE

The State Council on Vocational-Technical Education is required under Section 112(d)(9) of the Carl D. Perkins Vocational Education Act, Public Law 98-524, to carry out the following responsibilities related to the Job Training Partnership Act (JTPA):

> (A) evaluate at least once every two years (i) the vocational education program delivery systems assisted under the Carl D. Perkins Vocational Education Act, and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purposes of each of the two Acts and (ii) make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act and (B) advise the Governor, the State board, the State job training coordinating council, the Secretary, and the Secretary of Labor of these findings and recommendations.

These responsibilities are clarified in correspondence from the Assistant Secretary for Vocational and Adult Education, United States Department of Education that specifies Congress intended for State Councils to evaluate the total Job Training Partnership Act delivery system rather than only those JTPA-funded activities administered by the State Board of Vocational-Technical Education. A review of the initial Biennial Evaluation Reports submitted to the Assistant Secretary on March 31, 1987 by the State Councils, reveals that presentation of evaluation information on the JTPA and vocational delivery systems to show achievement of program purpose is the area in which Councils encountered the most difficulty in preparing the 1987 reports.

Information presented in this Report primarily relates to Council evaluations of activities conducted during program years 1986-87 and 1987-88. However, in some instances more current information was utilized to help substantiate findings and provide reporting authorities a more timely report on the status of the delivery systems involved.

Parts I and III address the evaluation of delivery systems supported under the Job Training Partnership Act and Carl D. Perkins Vocational Education Acts respectively. Part II presents evidence of the extent to which coordination between public agencies and the private sector has been achieved.

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PART I

Evaluation of Vocational Education Delivery Systems Assisted Under the Job Training Partnership Act

A. State Organization for Implementation of the Job Training Partnership Act in Maryland.

Maryland is divided into the following ten service delivery areas for the purpose of implementing the JTPA:

1. Southern Maryland
   (Calvert, Charles and St. Mary's Counties)

2. Frederick County

3. Western Maryland
   (Washington, Allegany and Garrett Counties)

4. Upper Shore
   (Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties)

5. Montgomery County

6. Lower Shore
   (Somerset, Wicomico and Worcester Counties)

7. Susquehanna Region
   (Cecil and Harford Counties)

8. Baltimore County

9. Baltimore Metropolitan
   (Baltimore City, Anne Arundel, Carroll and Howard Counties)

10. Prince George's County

It is the responsibility of the Private Industry Council (PIC) within each service delivery area to determine how federal funds provided under the JTPA are expended.

At the State level, the Governor's Employment and Training Council is established as a separate unit within the Executive Department to perform all functions and legal responsibilities of the State job training coordinating council under the federal Job Training Partnership Act. The State Department of Employment and Training is basically responsible for administering, monitoring and evaluating the day-to-day implementation of the Job Training Partnership Act.

B. Evaluation Procedure and Scope

Responsibility for the evaluation of JTPA programs was assigned to the Evaluation and Plan Committee of the State Council on Vocational-Technical Education. The Committee met with representatives of the Governor's Employment and Training Council, State Department of Economic and Employment Development, and State Department of Education to discuss the functions of these agencies in the implementation of the JTPA and the manner in which the Council's responsibilities for

evaluating Maryland's delivery system for the JTPA would be carried out. The Council's initial biennial report (published on March 31, 1988) addressed the results of evaluations conducted in four of the State's ten JTPA service delivery areas. The remaining six service delivery areas were visited and evaluated during the period covered by this Report. The purpose of the on-site visits was to observe ongoing programs, discuss local procedures for the administration of JTPA supported vocational education programs, and to evaluate the adequacy and effectiveness of coordination between vocational education delivery systems and those assisted under the JTPA. Prior to each on-site visit the following information as it related to the service delivery area was reviewed by the Committee:

Governor's annual statement of goals and objectives for job training and placement programs within the state.

Governor's Coordination and Special Services Plan.

Job Training Plans for the service delivery area.

Annual reports to Governor from the service delivery area.

Governor's Employment and Training Council - Annual reports to the Governor.

The basic discussion items listed in Appendix A were utilized by the Council evaluation team during on-site visits. In addition, reference was made to specific information included in job training plans, annual reports and other pertinent documents related to the service delivery area. Beginning in program year 1988-1989 the matrix on service delivery area participation in activities related to coordination presented on page 55 will also be utilized by the Council during on-site visits and the results incorporated in subsequent biennial reports.

On-site visits were made to the following service delivery areas which serve 13 of the 24 local jurisdictions (54.2 percent) and annually receive approximately 38 percent of the federal funds allocated to the State for implementation of the Job Training Partnership Act.

Service Delivery Area	Counties Included
Baltimore County	Baltimore
Frederick County	Frederick
Montgomery County	Montgomery
Southern Maryland	Calvert Charles St. Mary's
Susquehanna Region	Cecil Harford
Upper Shore	Caroline Dorchester Kent Queen Anne's Talbot

At each of the service delivery areas visited the Council was impressed by the professionalism, enthusiasm, and dedication exhibited by representatives of the private industry council, local government and service providers who met with and assisted the evaluation team.

C. Evaluation Findings

1. Vocational Education Delivery Systems

The vocational education program delivery systems assisted under the Job Training Partnership Act (JTPA) in Maryland are providing a wide variety of training opportunities for economically disadvantaged individuals and others who are authorized to be served. Occupational skills training is offered primarily through classroom, on-the-job, and individual referral programs. Service providers for class sized programs include community colleges, secondary schools, proprietary schools and community based organizations. Community colleges and proprietory schools are service providers for individual referral programs. Private sector employers are service providers for on-the-job training programs. A summary chart on the allocation of JTPA funds by service delivery areas and purposes for which funds were utilized is provided in Appendix B.

Occupational skill training programs visited by the on-site evaluation team were considered to be responsive to the needs of the participants. Service providers under contract to provide the programs were knowledgable about the purpose of JTPA sponsored programs and enthusiastic about student progress and job placement opportunities. It was noted that in some cases the availability of programs and training facilities at public vocational-technical centers and community colleges was overlooked in favor of selecting proprietary schools as the service provider.

Examples of activities and situations noted by the State Council on Vocational-Technical Education which substantiate the excellent manner in which the provisions of the Job Training Partnership Act are being carried out.

a. Upper Shore Service Delivery Area

- Total positive terminations, PY83-87 1,911 71.3%
- All five county school systems in the area operated in-school youth programs designed to assist at-risk JTPA students to compete academically.
- Community College provides special training programs for JTPA participants in repsonse to the needs of local businesses.
- JTPA youth staff work crews to assist in the State initiative to clean up the bay.

b. Susquehanna Regional Service Delivery Area

- Developed a program with the Cecil County Public School System which allows JTPA participants to be concurrently enrolled with secondary students in vocational-technical education programs with available capacity.

- Job search/job counseling programs were developed by the two local community colleges specifically for JTPA participants needs.

- Two hundred sixty-one contracts were developed with the private sector that provided 342 on the job training positions.

c. Baltimore County Service Delivery Area

- Two occupational training centers developed in conjunction with the three community colleges in the area offer a variety of occupational skill training programs which deliver high quality instruction in a compressed time frame.

- Participated in a cooperative effort to provide funding support for the establishment of the Bethlehem Steel/United Steelworkers Dislocated Worker Assistance Center.

- Intake staff is co-located in local Job Service offices to facilitiate JTPA referral and placement services.

d. Southern Maryland Service Delivery Area

- JTPA intake specialists and job developers are co-located in the county Job Service offices.

- Occupational programs are provided by community college.

e. Frederick County Service Delivery Area

- Facilities of Vocational Technical Center are utilized in providing service to JTPA participants.

- Excellent coordination with community college and local school system.

- Receive local funding support for JTPA activities..

f. Montgomery County Service Delivery Area

- Summer Youth Employment Program participants receive career sampling orientation at Vocational-Technical Center.

- Strong ties established between JTPA program and County Youth Conservation Corps.

2. State Education and Coordination Grant Program

Funds allocated to the State for the Education and Coordination Grant Program are distributed in the following manner.

Distribution of Funds by Purpose.

a. Direct Services 80%

i. State Department of Education (60%)
ii. Service Delivery Areas for use in community college programs (20%)

b. Education/Training Coordination 20%

i. State Department of Education (12.6%)
ii. Department of Economic and Employment Development (5%)
iii. Service Delivery Areas for use in community college programs (2.4%)

Services Provided. Direct services (provided from the 80% portion may include (but shall not be limited to) the following:

- assessment
- basic education
- skill training
- counseling, information and referral
- high school credentialing (GED)
- outreach
- special support services
- occupational training

A review of the activities funded under the State Department of Education allocations for direct services indicates a large percentage of the funds are utilized for assessment, counseling information and referral, and special support services. This source of funding has seldom been utilized to support occupational training.

The following major change in the use of funds received under the Education Coordination Grant Program was made in Program Year 1988 to implement the Maryland's Tomorrow Program for At-Risk Youth:

a. Direct services 80%

The 80% portion of the 8% funds will be allocated to the State Department of Education. The resources will be used, in accordance with the law, to focus on providing services for "At-Risk" youth in the State in conjunction with local school systems and Private Industry Councils. In order to provide for transition for programs previously funded under the PY 1987 Education Coordination and Grant program no jurisdiction shall receive less combined "At-Risk" youth and 8% funds than the amount of 8% funds that they received in Program Year 1987.

One half of the 80% portion shall be formula allocated among each jurisdiction in accordance with the formula to be used for the "At-Risk" youth program. The other half of the 80% portion shall be used in accordance with the law, to foster one or more demonstration projects, focusing on "At-Risk" youth, in conjunction with a local school system(s) and a Private Industry Council(s).

b. Education/Training Coordination (Administrative). 20%*

i. State Department of Education (15%)
ii. Department of Economic and Employment Development (5%)

*These funds may also be used (at the discretion of the receiving agency) to provide direct services.

An exemplary program involving interagency coordination was developed by the Governor's Employment and Training Council in response to the Governor Schaefer's policy for JTPA Education and Coordination funds (supplemented by State funds) to be focused on the "At-Risk" youth problems in an effort to reduce the high school dropout rate. The program, identified as Maryland's Tomorrow Program, was initiated in 1988 throughout the State as a coordinated effort involving the Private Industry Councils and local school systems. The key components of Maryland's Tomorrow as specified by the Governor's Employment and Training Council are:

"1. A Statewide Focus on Dropout Prevention: For the first time in Maryland, substantial funding resources will be available to target services on helping kids stay in school and graduate.

2. Building a Collaborative Endeavor: Maryland's Tomorrow brings together the expertise of schools and the employment and training system with business in a dynamic partnership.

3. Local Planning and Implementation: While this is a State funded program, Maryland's Tomorrow provides flexibility to local planning teams to design services that best meet local needs and build on existing local services and resources."

Information obtained during on site visits by State Council representatives indicate the program is being implemented in a responsive manner. A description and fact sheet on the Maryland's Tomorrow Program prepared by the Governor's Employment and Training Council and State Department of Education is provided in Appendix C.

3. Performance Standards.

Training programs for disadvantaged adults and youth are evaluated by the use of national performance standards prescribed by the federal Department of Labor. During the period covered by this Report the performance measures for adults and youth are as follows:

ADULTS

a. Entered Employment Rate -- the number of adult JTPA participants placed in jobs divided by the total number of adult participants leaving JTPA employment and training programs.

b. Cost Per entered Employment -- the total cost of JTPA services for adults (including administration) divided by the number of adult JTPA participants placed in jobs.

c. Average Wage at Placement -- the average starting wage of adult JTPA participants who are placed in jobs.

d. Welfare Entered Employment Rate -- the number of adult JTPA participants receiving welfare who are placed in jobs divided by the total number of adult JTPA participants receiving welfare who leave JTPA employment training programs.

YOUTH (16 - 21)

e. Entered Employment Rate — the number of young JTPA participants placed in jobs divided by the total number of young JTPA participants leaving JTPA employment and training programs.

f. Positive Termination Rate — the number of young JTPA participants to either (1) enter employment, (2) return to school or enter a higher-level education/training program, (3) obtain major educational level (e.g., GED or high school or (4) obtain certain competency levels specified by PIC's, divided by the total number of young JTPA participants JTPA who leave employment and training programs.

g. Cost Per Positive Termination — the total cost of JTPA services for youth (including administration) divided by the number of young JTPA "positive terminations" (see (f) above).

Maryland's service delivery areas have been successful in achieving and exceeding prescribed performance standards. A summary comparison of the service delivery area performance with performance standards for FY1987 and FY1988 are provided in Appendix D. The extent to which service delivery areas exceeded performance standards is summarized as follows:

Standards	Number of Service Delivery Areas That Exceeded Standard	
Adults	FY1987	FY1988
Entered Employment Rate	10	10
Cost Per Entered Employment	10	10
Average Wage at Placement	10	10
Welfare Entered Employment Rate	10	9
Youth		
Entered Employment Rate	10	10
Positive Termination Rate	7	10
Cost Per Positive Terminiation	9	10

Six percent of the funds allocated to the State under Title IIA of JTPA must be used for incentive awards to service delivery areas which exceed prescribed performance standards. Service delivery areas must exceed at least five of the seven performance standards to qualify for any incentive awards. During FY1987 and FY1988 performance standards were exceeded as follows:

Number of Standards Exceeded	Number of SDAs which Exceeded Standards	
	FY1987	FY1988
7	6	9
6	4	1

4. Program Participants

The basic purpose of the Job Training Partnership Act is to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment.

Private industry councils in Maryland have established reliable procedures for determining and verifying participant eligibility for JTPA services. It is highly unlikely that ineligible individuals are being served. However, it is apparent that some eligible individuals who face serious barriers to employment may not receive enough help to enable them to obtain productive employment. In some cases such individuals are not able to meet minimal basic skill requirements for immediate enrollment in meaningful training programs. For example, some eligible applicants read at or below the fourth grade level. Although some basic skills remedial training can be offered, sufficient funds may not be available to support the extended basic education and training needs of these individuals. Therefore a tendency exists for private industry councils and service providers to seriously consider before enrollment the potential of applicants to successfully complete training programs and contribute to the successful achievement of performance standards established for the area.

During 1987 a total of 20,286 economically disadvantaged youth and adults, and dislocated workers were served by the State's ten service delivery areas.

Individuals Served	Number Served	Number Terminated	Number Entered Employment
Economically Disadvantaged Youth and Adults	18,351	13,937	9,233
Dislocated Workers	1,935	1,867	1,253
Total	20,286	15,804 (77.9%)	10,486 (66.4%)

5. Placement of Program Completers

The Governor's Coordination and Special Services Plan FY1988 includes the following criteria for coordination between service delivery areas and the State Job Service:

"1. Arrangements for the referral of Job Service registrants to appropriate JTPA training.

2. Access by JTPA service providers to job listing and other labor exchange information maintained by the Job Service.

3. Arrangements for the use of the Job Service, with or without financial reimbursement, for outreach, recruitment, and/or placement services for JTPA participants.

4. Arrangements by which the local Job Service and service deivery area delivery system plans are jointly developed."

Regarding item 3 above, it was noted that some private industry councils do not utilize the services of the Maryland Job Service for job placement of individuals who successfully complete JTPA sponsored training programs. Frequently the placement of program completers is a contractual responsibility of the agency selected as the service provider. The service provider then elects not to utilize the Job Service for placement purposes. One of the reasons for this situation is the requirement to satisfy the JTPA performance standards for the placement of adults who complete training programs. Another reason appears to be private industry council concerns about the ability of the State Job Service to satisfy their needs. Private industry councils are reluctant to depend on the Job Service to meet performance standards established for the placement of their clients. The degree to which the standards are achieved is the basis for evaluation of Service Delivery Area delivery of services to disadvantaged youth and adults as well as the basis for awarding incentive grants to service delivery areas. Under the JTPA the Governor must reorganize service delivery areas which fail to meet specified performance standards for two consecutive years.

6. Coordination Policy and Practice

The Governor's Coordination and Special Services Plan specifies that the Governor's Employment and Training Council wants to promote and encourage maximum effectiveness and efficiency in job training programs through joint planning, combined program delivery, cross referral of participants and coordinated supportive services. he Plan includes requirements for brief descriptions of all programs/activities that provide for joint participation with secondary, postsecondary and vocational education. Also included is a more comprehensive process for the review of plans by the Governor's Employment and Training Council to determine service delivery area and State agency responsiveness to the coordination criteria. In addition, the plan establishes a process for selective monitoring of private industry councils and State agencies to observe actual coordination. Results of the monitoring program will be subsequently reviewed by a special committee and referred to service delivery area and other cognizant agencies for further review and consideration. If necessary, the committee will provide recommendations on how improved coordination can be obtained.

The degree to which responsive coordination between vocational education and JTPA is actually being achieved ranged from little success in establishing some of the specified linkages to the establishment of extremely effective coordination linkages with all of the appropriate agencies. It is believed that implementation of the coordination criteria, monitoring and follow-up procedures included in the Governor's Coordination and Special Services Plan will contribute significantly towards eliminating some of the coordination weaknesses that currently exist.

The State Board of Education has appointed a Joint Planning Committee consisting of the following: a member of the State Board of Vocational Education and the State Director of Vocational Education, two members of the State Council on Vocational education and one representative of the State Board for Community Colleges, the Maryland Higher Education Commission, the Governor's Employment and Training Council, the Department of Economic and Employment Development, the Department of Human Resources, the Maryland Association of Boards of Education, the Superintendents of Schools, the Presidents of Community Colleges and Vocational Teachers. The Joint Planning Committee meets not less than five times annually to assist in the drafting of the State Plan or amendments thereto.

The Maryland State Plan for Vocational-Technical Education (FY1989-1990) includes an administrative provision which provides for quarterly meetings of representatives of The Governor's Employment and Training Council, Department of Economic and Employment Development, State Department of Education, and other interested groups to assess the unmet needs of targeted populations identified in the Carl Perkins Act. The Division of Vocational-Technical Education will sponsor an annual conference for Department of Economic and Employment Development and Maryland State Department of Education staff and local employment and educational personnel to develop a common core of knowledge about employment development and vocational education. The state conference agenda will include opportunities for state and local employment development and vocational educators to:

a. Review the resources available to, and provisions of laws governing, vocational education programs, Job Training Partnership Act programs, and Maryland State Job Service Programs. The purpose of the review will be to identify areas in which cooperation and coordination might be developed between these programs at the State and local levels. The impact of such cooperation would be to enhance the services available to mutual clients.

b. Identify management and program information to be shared among the programs at the State and local levels.

c. Develop procedures for monitoring and reporting State and local coordination efforts.

d. Develop procedures to ensure joint planning in the future for these programs at the State and local levels.

e. Conference proceedings and the conference evaluation findings will be forwarded annually to the State Superintendent of Schools, the Secretary of the Department of Economic and Employment Development, the State Council on Vocational-Technical Education, and the Governor's Employment and Training Council on the results of its efforts to carry out the above tasks.

f. The Division of Vocational-Technical Education will also undertake an activity to promote coordination of services between programs funded by the Act and the Job Training Partnership Act.

The State Department of Education provides each private industry council a listing of all programs assisted under the Carl D. Perkins Vocational Education Act. Representatives of some private industry councils visited were not knowledgeable about the availability of such a listing. However, local education agencies also make program listings available through their representatives on private industry councils and by providing private industry councils copies of local applications (plans) for vocational-technical eduation which include listings of programs supported under the Carl D. Perkins Vocational Education Act.

In order to facilitate coordination the membership of the Governor's employment and Training Council includes the State Superintendent of Schools, a local school board member, a local superintendent of schools and a representative of the State Council on Vocational-Technical Education. Membership of the State Council on Vocational-Technical Education includes an individual who also serves on a private industry council.

Service delivery area job training plans and annual reports generally recognize the provisions of the Governor's Coordination and Special Service Plan related to requirements for coordination and include assurances of compliance.

State Plans on Vocational-Technical Education are furnished to the Governor's Employment and Training Council for review and comment.

7. Coordination with Local Education Agencies

Coordination between local education agencies and Private Industry Councils and/or service delivery area administrative entities is generally satisfactory. Job training plans and annual reports from the service delivery areas almost without exception recognize the mandated requirement for appropriate education agencies in the service delivery area to be given the opportunity to provide education services. However, in some cases attempts by private industry councils to utilize local education agencies as service providers have been rebuffed. Reasons given for such lack of coordination include inability of the local education agency to satisfy JTPA requirements for intensive skill training programs of relatively short duration, anticipated difficulty in meeting performance standards for placement upon termination of training, reluctance to modify schedules for course offerings and availability of school facilities, frustration about redundant administrative requirements, reluctance to utilize unpredictable federal funding to augment instructional staff.

Memberships of private industry councils include representatives of local school systems. Members of the private industry councils frequently serve as members of local advisory councils on vocational-technical education.

Local applications for support under the Carl D. Perkins Vocational Education Act include a certification of delivery of the applications to appropriate JTPA administrators and an invitation for comments. Each local application also includes a description of how programs conducted under the Carl D. Perkins Act will be coordinated with relevant programs conducted under the JTPA. Descriptions of coordination linkages indicate a number of excellent relationships have been established between school systems and JTPA. Evidence of complimentary programs is apparent from the information provided. In some cases specific programs conducted in the local school system that are supported by JTPA funds are identified. In some local jurisdictions the private industry council is invited to contribute to the development of the annual local plan for vocational-technical education.

8. Coordination with Community Colleges

Coordination between local community colleges and private industry councils and/or the service delivery area administrative entities is generally excellent. Support provided by community colleges ranges from functioning as the JTPA administrative entity for an entire service delivery area to service provider for varying numbers of classroom sized occupational skills training programs and individual referral contracts for specific programs. Community colleges have been particularly responsive in establishing programs tailored to the special content and duration of training needs of clients served by private industry councils. The current trend indicates community colleges are becoming increasingly more involved as service providers for JTPA sponsored employment and training programs.

The State Department of Education, Division of Vocational-Technical Education, Annual Performance Report for Program Year 1988, includes the following information on the coordination of activities with the JTPA and the private sector:

"Currently, three community colleges maintain Occupational Training Centers (OTC) within two jurisdictions serving eligible JTPA clients under contractual agreements with their respective Private Industry Councils (PICs). Through an approval process, funding support is provided to the institutional trainers for JTPA enrollments. This linkage with the JTPA activities in Maryland strengthens the training provided. Fifteen community colleges provided programs funded by the Job Training Partnership Act (JTPA) in cooperation with their local private industry councils."

Community college applications for support under the Carl D. Perkins Vocational Education Act include a certification of delivery of the applications to appropriate JTPA administrators and an invitation for comments. Each application also includes a description of how programs conducted under the Carl D. Perkins Act will be coordinated with relevant programs conducted under the JTPA. Descriptions of coordination linkages indicate a number of excellent relationships have been established between community colleges and JTPA. Strong evidence of complimentary programs is apparent from the information provided. Specific programs conducted in the community colleges that are supported by JTPA funds are frequently identified.

Memberships of private industry councils include representatives of community colleges.

D. Conclusions

As a result of its evaluations during the past three years, the Council believes the purposes of the Job Training Partnership Act are being achieved in a responsive manner in the ten service delivery areas throughout the State. Youth and unskilled adults are being prepared for entry into the labor force and individuals facing serious barriers to employment are being provided job training commensurate with available funds. A number of excellent programs were observed by the evaluation team. A variety of service providers are utilized by private industry councils including community based organizations, independent postsecondary (proprietary) schools, community colleges, and secondary schools. Selection of secondary school vocational-technical centers as service providers for occupational skill training occurs less frequently than considered desirable under the provisions of the Act. Inability of the local education agency to make necessary adjustments to satisfy JTPA requirements for intensive short term training programs appears to be the principal reason for this situation.

Job Service placement services are not being fully utilized in the provision of placement services for JTPA participants.

Private industry councils are very successful in achieving and/or exceeding performance standards that are designed to measure the degree to which job training provided is productive. However, it appears that undue concern about satisfying performance standards influences the selection of applicants and service providers for some programs.

Coordination criteria for service delivery areas and State agencies included in the Governor's Cordination and Special Services Plan have been continually refined. Criteria established includes requirements for the development of more comprehensive coordination plans by private industry councils and State agencies, and procedures for monitoring and follow-up that should further strengthen active coordination and joint

utilization of the State's employment and training programs and facilities. Coordination linkages have been established between private industry councils and public secondary and postsecondary schools. In some cases these linkages are not being effectively utilized.

E. Recommendations

1. Private Industry Councils be encouraged to contract with a community college to carry out the responsibilities of grant recipient and administrative entity for their respective service delivery areas.

2. Facilities of secondary school vocational technical centers be utilized in providing vocational training associated with the Maryland's Tomorrow Program.

3. Governor's Employment and Training Council and State Board of Education encourage local education agencies to work with private industry councils toward achieving maximum utilization of the facilities of vocational technical centers.

4. The Governor's Employment and Training Council encourage private industry councils to increase services provided individuals who face serious barriers to employment.

MATRIX OF PRIOR COUNCIL RECOMMENDATIONS
Status December 1, 1988

Topic of Recommendation	Year Recommendation Made	No Action	Action Initiated	Substantial Action	Action Completed
•Coordination	1987		X		
•Use of Public School Programs & Facilities	1987		X		
•State Job Service	1987		X		
•Education & Coordination Grant	1987				X
•Performance Standards	1987		X		
•Career Information Delivery System	1986		X		

Column headings in the above matrix have the following meanings:

a. No action - The appropriate agency has not initiated any action in response to the recommendation.

b. Action initiated - Action has been initiated in response to recommendation.

c. Substantial Action - Action has been initiated in response to recommendation and implementation is well underway.

d. Action Complete - All aspects of the recommendations have been satisfied.

An underscored figure X in the Status columns identifies recommendations on which some action was taken during FY1988.

Part II

Coordination

Coordination

Coordination and cooperation between public agencies and the private sector improved significantly during the period of this Report. The degree to which this important purpose of the Acts was achieved is demonstrated by the following examples of cooperative activities and arrangements.

a. Comprehensive criteria for the JTPA Service Delivery Areas and State agencies was provided in the Governor's Coordination and Special Services Plan. The criteria are designed to:

1) Identify existing levels of coordination between Service Delivery Area training programs and other major programs;

2) Encourage the development and/or continuation of active coordination and joint utilization of resources, and

3) Identify the barriers to greater coordination.

Of particular note is a process which provides for the Governor's Employment and Training Council to selectively monitor the adequacy of coordination.

b. A Joint Planning Committee assisted in the preparation of State Plans for Vocational-Technical Education. The Committee includes representatives from all of the State educational agencies, the Governor's Employment and Training Council, the State Department of Economic and Employment Development, and State Department of Human Resources.

c. Quarterly meetings of representatives of the Governor's Employment and Training Council, State Department of Education, and State Department of Economics and Employment Development are scheduled to assess the unmet needs of targeted populations identified in the Carl D. Perkins Vocational Education Act.

d. The Maryland's Tomorrow Program, a Statewide coordinated effort to help reduce the high school dropout rate, was initiated. It is an excellent example of ongoing responsive coordination between the private industry councils and the local school systems.

e. A community vocational-technical education coordination demonstration project was developed which provides for increased coordination and cooperative activities among the secondary vocational education system, community colleges, and private industry councils. Proposals jointly agreed to by these groups will be designed to demonstrate greater utilization of vocational-technical education facilities.

f. An increasing number of community colleges were being utilized as service providers for vocational education programs sponsored by the private industry councils.

g. Information on the availability of public school vocational-technical education programs and courses was routinely shared with private industry councils.

h. Local applications for assistance under the Carl D. Perkins Act described coordination with relevant programs conducted under the JTPA.

i. Local applications for assistance under the Carl D. Perkins Act were referred to the prviate industry councils for review and comment.

j. Members of private industry councils served as members of local advisory councils on vocational-technical education.

k. JTPA State Education and Coordination Grants were utilized to provide services through cooperative agreeements between administrative entities in service delivery areas and local education agencies.

l. Increasing numbers of articulated programs and transfer agreements were established between secondary schools and community colleges, and between private career schools and community colleges.

m. During FY1988 approximately 74 representatives of the private sector assisted in the development of occupation tasks lists in support of the work of State technical committees.

n. The National Cristina Foundation assisted the State Department of Education in various projects designed to help disabled persons acquire and use technology.

o. A cooperative agreement was established by the State Department of Education, Office of the State Director, Bureau of Apprenticeship and Training, U. S. Department of Labor and the Maryland Apprenticeship and Training Council that supports the Interagency Agreement between the U. S. Department of Education and U. S. Department of Labor for apprenticeship/vocational-technical education coordination and cooperation. The agreement includes providing support for three local education agencies to pilot high school-apprenticeship linkage programs which are currently being implemented.

p. Four local education agencies worked with community-based organizations which provided such activities as career counseling services and vocational skills training for economically and educationally disadvantaged youth.

q. Descriptions of program coordination between local education agencies in Maryland and the Job Training Partnership Act are provided in the following extracts from local education agency applications for approval of vocational education programs under the Carl D. Perkins Vocational Education Act.

Allegany County Local Education Agency

The Supervisors of Vocational Education work conjointly with the Federal and State Programs Office whenever possible in establishing and implementing planned procedures and services for youth and adults where applicable. Vocational students qualifying for JTPA programs are identified and placed. The Cooperative Education instructor and the JTPA coordinator work together on the identification and placement of these students.

Anne Arundel County Local Education Agency

The County Director of Manpower is provided an opportunity to review and comment on the local plan, and is invited to serve as a member of the Local Advisory Council of Anne Arundel County.

Baltimore City Local Education Agency

The Job Training Partnership Act in Baltimore City Public Schools is implemented and coordinated with the Office of Employment Development. This linkage has existed with the initiation of the Harbor City Learning Project and the Vocational Initiatives in Placement project spanning the last six years. This annual JTPA proposal has been reviewed and is on file at the Office of Vocational Education. Vocational programs are offered at Harbor City.

Baltimore County Local Education Agency

There is strong and viable relationship with JTPA. JTPA has funded two programs which have a budget of over $500,000. These programs compliment our regular programs, in that they offer vocational training to our dropouts, expelled, or other students who are unable to function in the regular day program. We schedule regularly monthly meetings with JTPA, have excellent working relationship, and serve on the PIC Council which handles all the JTPA activities.

Calvert Local Education Agency

Job Training Partnership Act: The Southern Maryland JTPA refers eligible clients to the Vocational Evaluation Unit at Calvert Career Center for interest/aptitude testing, career counseling and training. Vocational programs are open to nonstudents on a space-available basis through this process. Local JTPA funds provide tuition and testing fees for these students. Calvert County Public Schools is participating in several projects in conjunction with the local JTPA council. A proposal for a Joint JTPA/Vocational Education Incentive Grant has been submitted for approval.

Caroline County Local Education Agency

Existing vocational programs will be coordinated with the 78 percent Grant, and 8 percent Grant administered by the Upper Shore Private Industry Council and the State Department of Education. An Upper Shore Management Information Systems Agreement has been entered into by all parties. Youth competencies, developed by both Service Delivery Agencies, will be emphasized in all vocational programs.

Carroll County Local Education Agency

JTPA Program Administrator is an ex-officio member of the Vocational Advisory Council and the Annual Plan is shared with him. Supervisor of Federal Programs is a member of the JTPA Advisory Council as are members and the past Chairperson of the Vocational Advisory Council. Supervisor of Vocational Education meets periodically with JTPA Administrator to discuss possible linkages. Summer Youth Employment Program is administered by the JTPA Administrator with cooperation of the Carroll County Public Schools. JTPA contracts with the Multi Service Community Center to provide instructional services for JTPA eligible youth and adults. Plans are underway for selected JTPA adults to be enrolled in daytime secondary vocational programs.

Cecil County Local Education Agency

Contracted arrangements to provide financial support to qualified health occupation students at the Vocational Center is expected to continue. A project was written (Maryland's Tomorrows for Cecil County) to start two programs. One will be held in Elkton High School and the other one will be held in Perryville High School.

Charles County Local Education Agency

The Supervisor of Vocational Education is a Board member of the Private Industry Council and planning sessions have been held with the Director of JTPA concerning Vocational Education linkage. JTPA representatives have been and will continue to be included in planning sessions for vocational education programs. The vocational grant in the Multi-Service Center serves JTPA clients. They are provided the opportunity to use the assessment equipment. We are also in the process of developing a summer program that will extend into the school year for handicapped and disadvantaged youths.

Dorchester County Local Education Agency

Mr. Denis Lamparter is the Administrative Assistant for this school system. As needs are identified and appropriate funds are available, Mr. Lamparter involves the respective persons to construct strategies and to develop proposals. Mr. Lamparter is the coordinator of the Multi-Service Center which provides programs for the adult population as well as special populations.

Frederick County Local Education Agency

The 8 percent set-aside funds formerly received by the Frederick County Board of Education are being incorporated into Frederick County's Maryland's Tomorrow program. Under this new program, approximately 50 at-risk ninth grade students in two high schools will be served during 1988-89. The Board of Education will receive funds from the Frederick County Job Training Agency to serve 10th, 11th, and 12th grade LETS WORK students in seven high schools for one more year.

Garrett County Local Education Agency

An employee of the Western Maryland Consortium is a member of our local vocational advisory council. Our secondary school portion of JTPA shares a job placement coordinator with vocational education.

Harford County Local Education Agency

The Supervisor of Vocational Education serves as the Harford County Public Schools contact person for the Susquehanna Region Private Industry Council. The Supervisor participates when appropriate in the Council's deliberations regarding needs assessment for the service delivery agency, the establishment of JTPA's annual objectives, and the development of RFPs for JTPA funding. During FY 1988, the Vocational Education Department will receive JTPA set-aside to be used to continue the current School to Work Transition Project. In addition, the Summer Youth Program will be continued by the PIC for eligible high school youth.

Howard County Local Education Agency

The executive supervisor for vocational education serves on the Howard County Employment Planning Council (serves as the Howard County Private Industry Council since Howard County is part of the Baltimore consortium) and participates in decisions regarding the administration of JTPA in Howard County. The Director of the Employment Training Center is a member of the Local Advisory Council for Vocational Technical Education.

Through cooperation with the community college, non-school aged JTPA clients will begin being served by programs at the Howard Vocational Technical Center in FY87. Currently adults are being served in after school hour programs at the Center.

Kent County Local Education Agency

The Supervisor of Middle and High Schools (Director of Vocational-Technical Education) when necessary will communicate all common interests, needs, and concerns to the Executive Director of the Upper Shore Private Council. For the summer of the 1987 school year, there has been a Summer Youth Program, in addition during the past school year there has been an in-school program which served economic and disadvantaged youth from ages 14 to 21. It is anticipated that these programs will be available for students next year.

Montgomery County Local Education Agency

Job Training Partnership Act: The director of vocational education serves as the Montgomery County Public School representative on the Montgomery County Private Industry Council. The director actively participates in the Council's deliberations regarding needs assessment for the service delivery agency, the establishment of JTPA's annual objectives, development of RFPs for JTPA funding and approval of grants to subcontractors.

During fiscal year 1989 the Department of Career and Vocational Education is expected to receive JTPA funds to operate programs for economically disadvantaged youth. The Department of Career and Vocational Education will operate a four week summer vocational orientation program for 100 youth at the Edison Career Center. Incorporated in this effort will be a component to provide students enrolled in the Maryland's Tomorrow project with remediation of academic skills.

Prince George's County Local Education Agency

Funding from MSDE and PIC will allow the system to continue to provide pre-employment training and job placement for economically disadvantaged youth in FY'89. Eight high schools will be served during school hours through Career English and Vocational classes. The after school programs (six training cycles) will be continued, as well as summer programs for 14-15 year olds.

Queen Anne's County Local Education Agency

JTPA works with colleges. We cooperate however possible to see that linkages are carried out. Meetings with college personnel have been held to see how both can mutually benefit. Summer assistance, assistance with functional testing, career exploration, job readiness, and Summer Youth Employment programs will be provided by Queen Anne's County as part of JTPA.

St. Mary's County Local Education Agency

JTPA administrative personnel of the Southern Maryland Administration Entity are informed about secondary vocational plans and programs. Copies of the annual plan are provided for review/comment.

A member of the Private Industry Council for Southern Maryland is also a member of the St. Mary's County Advisory Council for Vocational-Technical Education.

A General Agreement for Individual Referral Training exists between St. Mary's County Public Schools and the JTPA Administration Entity permitting eligible JTPA clients to receive training at the St. Mary's County Technical Center.

Somerset County Local Education Agency

In Somerset County, the Multi-Service Community Center has assumed the responsibility for developing activities with Job Training Partnership Act. Currently, the MSCC Office is operating a summer youth employment program through the JTPA. This coordination will continue in the future. The MSCC Coordinator and the Supervisor of Vocational Education work closely in these programs.

Talbot County Local Education Agency

The JTPA program Administrator coordinates labs in both the county high schools. Assessment and evaluation is provided for all vocational students and a program of academic or job related skill support is provided when indicated and appropriate. The Vocational Director works regulary and directly with the JTPA Coordinator and with the Maryland Tomorrow Coordinator to provide appropriate linkages for students. The activities of the Summer Youth Employment Program are the direct responsibility of the JTPA Coordinator and operate out of the public schools system.

Washington County Local Education Agency

Dr. Oyster serves on the Western Maryland PIC as one of two educational representatives for the three Western Maryland Counties.

The executive director of the Western Maryland Consortium (SDA) and the elected PIC chairman serve on the Washington County Vocational Local Advisory Council.

Special population vocational programs and projects are coordinated with JTPA projects and activities.

Wicomico County Local Education Agency

Mr. T. J. Mumford is the local agency's liasion with the local JTPA/SDA through its executive director, Ms. Odetta Perdue. An excellent relationship exists and we plan even more coordination in the area of support services to eligible students. Presently, a summer "jobs" program is operational.

Worcester County Local Education Agency

The Supervisor of Vocational Education is a member of the Board of Directors of the local Private Industry Council. The appointed term continues until FY 88. As such coordinator of services and linkage between the county vocational program and JTPA is built in. The local PIC provides several grants and projects conducted by the Board of Education in Worcester County.

r. Descriptions of program coordination between community colleges in Maryland and the Job Training Partnership Act are provided in the following extracts from community college applications for approval of vocational education programs under the Carl D. Perkins Vocational Education Act.

Allegany Community College

Title III, JTPA monies have been made available to pay tuition for displaced workers enrolled in credit and non-credit vocational-technical programs. ACC's Center for Continuing Education (the area of the College which handles all adult, vocational training) meets on a regular basis (at least every six weeks) with JTPA to plan vocational programs to fit the needs of the local job market. ACC initiates proposals and develops training programs in occupational areas to train JTPA clients. Title III monies for displaced workers and Title IIA monies for the economically disadvantaged are used.

Anne Arundel Community College

Dean of Technical and Career Education is a continuing member of the Anne Arundel County Employment and Training Council to advise on programs sponsored under the JTPA Legislaton.

Catonsville Community College

The College's President is an active member of the Private Industry Council and coordinates JTPA and college planning activities. The Associate Dean of CP/CE/CS is actively involved with the Baltimore Occupational Training Administration (Prime Sponsor) and operates an occupational training center for JTPA clientele. In addition the college has, for several years, periodically received individual referrals from other JTPA entities.

Community College of Baltimore

The college has established a JTPA Skills Center which provides training and employment services in occupational areas -Accounting/Bookkeeping and Modern Office Technology.

Cecil Community College

JTPA participants are enrolled in credit and non-credit courses at the main campus and the Elkton Center. As the Susquehanna Region Private Industry Council's primary institutional training facility in Cecil County, Cecil Community College maintains close contact with the PIC intake, monitoring, and placement staff.

Charles County Community College

The college continues to provide instructional services to JTPA clients both through individual referral and through secretarial science training. Further provision of services will depend upon JTPA funding resources.

Chesapeake College

Chesapeake College serves as the administrative entity for the Upper Eastern Shore by housing the JTPA staff. The Executive Director of the LAC is a College employee and all funds are carried under the College's fiscal system. Council meetings are held at the College and an outstanding working relationship exists between College personnel and the personnel of the Private Industry Council.

Dundalk Community College

The JTPA program is jointly administrated by the offices of Continuing Education at Dundalk Community College and Essex Community College through a contractual arrangement with the Baltimore County Occupational Training Administration (BCOTA). Curriculum development for this occupational training program is a coordinated function among faculty teaching at the center and the program directors of occupational programs which result in A.A. and Certificates. Other JTPA funded occupational training programs operated solely by Dundalk Community College are developed and implemented through the Office of Continuing Education with the cooperation of BCOTA.

Essex Community College

Essex Community College and Dundalk Community College work together under the Job Training Partnership Act to offer retraining for displaced workers at the Eastside Skills Center. The Private Industry Council for the local Service Delivery Areas serves as the advisory body for the Eastside Center and participates with the two colleges in ongoing program review and evaluation.

Frederick Community College

The college works closely with JTPA and other agencies in the community. For example, a college representative sits on the Private Industry Council with representatives from business, industry, ECDC, Social Service, Job Service, and other related agencies. This group provides guidance for the JTPA training programs. The college cooperates with JTPA to provide courses for credit and non-credit on an individual referral basis as well as setting up special classes on request. Regularly scheduled classes are provided in Career Planning and Job Search for JTPA clients. Project Forward Step, DVTE Single Parent and Homemaker Programs also work closely with JTPA in referring and providing services for clients who may be eligible for one of the two services.

Garrett Community College

The college will continue to work with the Private Industry Council by providing programs for enrollment of those students being sponsored by the JPTA program, reviewing periodically our present programs and course offerings, and incorporating suggestions for new programs or updating of our present programs.

Hagerstown Junior College

Hagerstown Junior College maintains a close working relationship with the Western Maryland Consortium; the service delivery area for the JTPA. Representatives from the Consortium serve on the County's LAC. They are consulted as part of the planning process for the delivery of service to special populations

in both the credit and non-credit areas and they contribute to the College's strategic planning and program level evaluation processes. Finally, they work closely with the College's Director of Job Placement Services to insure efficiency of student placement in employment related to program of study.

Harford Community College

Presently we teach non-credit Secretarial and Dental Assistant courses on a regular basis for JTPA. Proposed programs have included Electronics, Automotive and Fast Food. In the past, Office Education and Data Processing Operators Certificates have been offered thru the Chesapeake Region JTPA.

Howard Community College

JTPA programs and funds are coordinated through the Office of the Dean of Instruction and involve the college's Office of Continuing Education. The college coordinates these activities with the county Employment Training Center.

Montgomery Community College

Montgomery Community College is the administrative entity for the Job Training Partnership Act Programs for Montgomery County. Coordination between JTPA Programs and vocational-technical education programs is accomplished through referral and dissemination of materials on available programs to existing agencies in the county

Prince George's Community College

The Dean of Instruction (Coordinator for Career and Technical Programs) serves as the Prince George's Community College representative on the Prince George's Private Industry Council, Incorporated, and is a member of the Planning Committee. Participates actively on the Board and shares information regarding programmatic needs that involves the Community College with appropriate staff. Facilitiates responses to RFPs and maintains contact with those areas and divisions that provide training and service of JTPA eligible recipients. The College is a subcontractor for the largest funded program, Clerk-typist, and enrolls Indivddual Referral clients both under Title IIA and the 8 percent monies. The College continued to support the Career Assessment Program which offers screening, assessment and life skills training to JTPA clients.

Wor-Wic Tech Community College

Wor-Wic Tech will continue to work closely with the Lower Shore Private Industry Council in providing JTPA participants with training in our various postsecondary and adult courses. Cooperative arrangements for intake, testing, training, student services, and placement will be expanded when appropriate.

Part III

Evaluation of Vocational Education

Program Delivery Systems

Assisted Under the

Carl D. Perkins Vocational Education Act

Preface

Part III of this Second Biennial Report responds to the requirement of Section 112(d)9 of the Carl D. Perkins Vocational Education Act. Information presented is related primarily to the Council's evaluation of the vocational education program delivery systems assisted under the Carl D. Perkins Vocational Education Act and the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act.

Based on the guidance provided in a letter dated November 6, 1986 from the U.S. Office of Education, Office of the Assistant Secretary for Vocational and Adult Education to Mr. Gordon Ropp, President of the National Association of State Councils on Vocational Education (See Appendix E), this Report does not completely address the results of Council activities related to other responsibilities assigned to State councils under Section 112 of the Act. A complete summary of all Council activities is published each year in the Council's Annual Activities Report in accordance with the Education Article of the Annotated Code of Maryland.

This Part of the Report is based to a large extent on information obtained from a number of different sources including special Council studies and reports, school visitations, participation in and monitoring of on-site program evaluations, testimony received at public meetings, and various reports and supporting data received from the State Department of Education, Division of Vocational-Technical Education.

A. Distribution and Utilization of Federal Vocational Education Funds

The State Council on Vocational-Technical Education analyzed the distribution and utilization of financial assistance furnished under the Carl D. Perkins Act.

1. The distribution of funds between secondary and postsecondary programs and activities is considered to be commensurate with the needs of both delivery systems. At the present time about 30.3 percent ($4,147,184) of the total State allocation of federal funds under the Carl D. Perkins Vocational Education Act ($13,689,696) for FY1989 will be utilized for postsecondary programs, services and activities. About 32 percent of the State's allocation of Title II funds ($13,039,370) will be utilized for postsecondary programs, services, and activities.

2. Approximately 21.6 percent ($2,961,043) of the total State allocation of federal funds under the Carl D. Perkins Vocational Education Act ($13,689,696) for FY1989 will be utilized for community college programs, services and activities. Community colleges will utilize about 22.7 percent of the total Title II funds ($13,039,370) and 28.6 percent of the Basic Grant funds distributed by formula and grants to the secondary schools and community colleges. The purposes for which these funds are used by the community colleges include salaries for part-time instructors and faculty, purchase of state-of-the-art equipment, and promotional activities. This source of funds contributes to the overall quality of occupational programs and services offered by the community colleges.

The State Board for Community Colleges has not actively pursued an increase in the amount of federal funds distributed to the community colleges. However, the Council has been informed that an increase in such funds of up to 40 percent of the State's total allocation of funds under the Carl D. Perkins Act would be welcomed and could be utilized to further improve the responsiveness of programs and facilities supported under the Act. Reluctance to press for a larger share of the State's allocation of federal funds is based on an understanding that no significant increase in the State's allocation of federal funds is about to be received. Therefore, any significant increase in funds distributed to the community colleges would necessarily have an adverse impact on the secondary school delivery system.

3. Financial Status reports submitted to the U. S. Department of Education by the State Department of Education for the period of this Report may be summarized as follows:

a. Fy1987

- Required maintenance of effort in funding vocational education was satisfied.
- Required distribution of at least 80 percent of Title II funds to eligible recipients was satisfied.
- The requirement of utilization of more Federal funds in economically depressed areas than other areas of the State was satisfied.
- Required set asides to meet the special needs of the following categories of individuals were satisfied as indicated:

	Required	Expended	Met or Released
Handicapped	$1,160,158	$1,158,508	Released $1650
Disadvantaged	2,552,348	2,552,348	Met
Adult	1,392,190	1,397,657	Met $5,467 (Utilized Title IIB Funds)
Corrections	116,016	116,052	Met $36 Adult Funds
Single Parents	986,134	986,085	Released $49
Sex Equity	406,055	405,383	Released $672

Maryland received $13,110,758 in FY1987 Federal vocational education funds. Of this amount a total of $9,576 was not obligated.

b. FY1988

Maryland received $13,697,529 in Federal vocational education funds for FY1988. A detailed review of the distribution and utilization of FY1988 funds will be included in the initial report of the State Council on Vocational-Technical Education after receipt of the State's Final Financial Status Report for FY1988.

c. The following tables summarize information received from the State Department of Education on the actual and planned utilization of FY1987 and F1988 Federal funds respectively.

Table 1.
Utilization of Federal Funds Allocated Under
Carl D. Perkins Vocational Education Act

FY1987 (Actual)

Basic Grant - Title II	12,465,245
Administration	813,237
Balance	11,652,008
Part A - Special Populations	
Handicapped	1,158,508
Disadvantaged	2,552,348
Adult	1,397,657
Single Parents	986,085
Sex Equity	465,383
Corrections	116,052
Part B - Program Improvement	4,975,975
Part III - Part A. Community Based Organizations	116,340
- Part B Consumer & Homemaking	519,597
Total	13,010,182

Table 2.
Utilization of Federal Funds Allocated Under
The Carl D. Perkins Vocational Education Act

FY1988 (Planned)

Basic Grant - Title II	13,058,045
7% Administration	914,063
Balance	12,143,982
Part A - Special Populations (57%)	
10% Handicapped	1,214,398
22% Disadvantaged	2,671,676
12% Adult	1,457,278
8.5% Single Parents	1,032,239
3.5% Sex Equity	425,039
1% Corrections	121,440
Part B - Program Improvement (43%)	5,221,912
Title III - Part A Community Based Organizations	96,544
- Part B Consumer & Homemaking	542,940
Total	13,697,529

Federal Funding Allocations FY1978 - FY1989

Since FY1978 Maryland has received a total of $135,763,900 in federal funding support for vocational-technical education. Annual allocations of federal funds to the State were as follows:

FY1978	$10,201,119	FY1984	$12,021,563
FY1979	$10,702,065	FY1985	$12,292,749
FY1980	$11,645,016	FY1986	$13,582,310
FY1981	$13,417,251	FY1987	$13,110,758
FY1982	$11,403,844	FY1988	$13,697,529
		FY1989	$13,689,696

B. Enrollments in Vocational-Technical Education Programs

Total enrollments in secondary vocational-technical education programs increased significantly between FY1970 and FY1981. Enrollment peaked in FY1981 at 96,979. Since 1981 enrollments steadily decreased to 72,343 in FY1988. Community college enrollments peaked in 1984 at 72,301 and subsequently declined to 63,040 in FY1988.

Table 3. summarizes the enrollment fluctuations between FY1970 and FY1988.

Table 3.
Comparison of Vocational-Technical Education Program Enrollments

Between FY1970 and FY1988

Level	1970 Enrollment	1981 Enrollment	1984 Enrollment	1986 Enrollment	1987 Enrollment	1988 Enrollment	Percent of Change 1970-1988
Secondary	64,233	96,979	79,401	76,724	72,506	72,343	12.6%
Post-secondary	5,616	57,810	72,301	63,428	60,681	63,040	1,022.5%
Total	69,848	154,789	151,702	140,152	133,187	135,383	93.8%

Total public school enrollment in grades 7 - 12 increased from 377,316 in FY1970 to a peak of 421,169 in FY1975 (or 12 percent). Total enrollment then decreased to 294,481 in FY1988. Between FY1970 and FY1988 grades 7 - 12 enrollment decreased 21.9 percent.

Table 4. summarizes occupational enrollments by program area and sex for the period covered by this Report.

Table 4

Vocational Enrollment*
By Sex and Program Area

Program Area	Level	FY1987 Male %	FY1987 Female %	FY1987 Total Enrollment (by level)	FY1988 Male %	FY1988 Female%	FY1988 Total Enrollment (by level)
Agriculture	Secondary	63	37	2,584	65	35	2,405
	Postsecondary	60	40	209	59	41	395
	Adult	49	51	75	36	64	100
Distributive Education	Secondary	42	58	2,095	39	61	2,017
	Postsecondary	43	57	3,422	40	60	3,052
	Adult	51	49	2,273	54	46	4,442
Health Occupations	Secondary	4	96	1,304	8	92	1,287
	Postsecondary	15	85	7,089	17	83	7,643
	Adult	14	86	1,645	23	77	1,766
Occupational Home Economics	Secondary	20	80	2,757	23	77	2,809
	Postsecondary	9	91	1,799	8	92	1,892
	Adult	6	94	354	17	83	413
Business Education	Secondary	33	67	43,015	35	65	43,149
	Postecondary	34	66	34,522	34	66	35,641
	Adult	23	77	9,769	24	76	12,210
Cooperative General	Secondary	52	48	6,508	52	48	6,752
	Postsecondary	-	-	-	-	-	-
	Adult	98	2	195	100	0	161
Technical Education	Secondary	79	21	146	74	26	157
	Postsecondary	69	31	10,237	68	32	10,640
	Adult	90	10	858	91	9	740
Trades and Industry	Secondary	80	20	14,097	80	20	13,767
	Postsecondary	73	27	3,403	72	28	3,777
	Adult	93	7	5,789	88	12	6,005
TOTAL		43	57	151,639	42	58	161,220

*Excludes Consumer and Homemaking and Industrial Arts/Technology Education.
Source Maryland State Department of Education, Division of Vocational-Technical Education Student Data System.

Table 5. provides a comparison of secondary level programs by sex for FY1980 and FY1988. Enrollment change trends in non-traditional programs during the period addressed have been more significant in business education and technical education programs.

Table 5.

Vocational Enrollment*
By Sex and Program Area

FY1980 - FY1988

Program Area	Male % FY1980	Male % FY1988	Female % FY1980	Female % FY1988
Agriculture	68	65	32	35
Marketing Education	44	39	56	61
Health Occupations	6.5	8	93.5	92
Occupational Home Economics	18	23	82	77
Business Education	25	35	75	65
Technical Education	93	74	7	26
Trades and Industry	81	80	19	20

*Source: Maryland State Department of Education, Division of Vocational-Technical Education Student Data System

C. Achievement of Purpose of the Act

An analysis of the program purposes of the Carl D. Perkins Vocational Education Act and the program outcomes resulting from implementation of the Act in Maryland during FY1987 and FY1988 indicates that the delivery systems involved achieved program purposes in a responsive manner.

1. Under Title II, Part A of the Act vocational education services and activities designed to meet the special needs of the following categories of individuals were provided. As indicated in Tables 6 and 7, the total numbers of individuals who were provided vocational education services increased in seven of the nine categories listed.

Table 6.

Summary Report of Individuals Served
FY1987

	Secondary	Postsecondary/ Adult
Handicapped individuals receiving additional services in mainstream programs	2,242	447
Handicapped individuals served in separate programs	2,105	0
Disadvantaged individuals (non-LEP) receiving additional services in mainstream programs	5,594	3,145
Disadvantaged individuals (non-LEP) served in separate programs	2,359	—
Limited-English proficient individuals receiving additional services in mainstream programs	264	206
Adults participating in programs funded wholly or in part by the Carl D. Perkins Act	--	83,000
Single parents and homemakers served	410	5,147
Single parents and homemakers served who were also determined to be in financial need	--	1,671
Individuals participating in programs to overcome sex stereotyping	12,094	14,266
Individuals served in vocational programs at correctional institutions	--	608

Source: FY1987 Final Program Reports
Maryland State Department of Education/Division of Vocational-Technical Education

Table 7.

Summary Report of Individuals Served
FY1988

		Secondary	Postsecondary/ Adult
Handicapped individuals receiving additional services in mainstream programs		2,458	470
Handicapped individuals served in separate programs		2,130	–
Disadvantaged individuals (non-LEP) receiving additional services in mainstream programs		5,367	4,620
Disadvantaged individuals (non-LEP) served in separate programs		2,497	–
Limited-English proficient individuals receiving additional services in mainstream programs		407	333
Adults participating in programs funded wholly or in part by the Carl D. Perkins Act		–	87,926
Single parents and homemakers		571	3,661
Corrections		73	951
Non-traditional*	Male	749	1,926
	Female	2,794	5,250

*A nontraditional vocational education program or course for a student is one in which 75 percent of students are of the opposite sex.

Source: FY1988 Final Program Reports
Maryland State Department of Education/Division of Vocational-Technical Education

The following extracts from the State Department of Education, Program Year 1988 Annual Performance Report, provide typical examples of the degree to which success was achieved in satisfying the purposes of the Act with regard to serving the special needs of specified groups of individuals.

a. Handicapped

"Equal access. The major delivery system for assuring equal access in vocational education is through mainstreaming handicapped students in vocational programs with assistance from Vocational Support Service Teams (VSSTs). The members of the VSSTs assure that students are placed in the least restrictive environment. During program year 1988, VSSTs operated in every (24) local public school system at the secondary level.

To further assure that equal access is provided for handicapped students enrolled in vocational education, the Division of Vocational-Technical Education (DVTE) coordinated with the Equal Opportunity Office to review facilities for physical accessibility while conducting Office for Civil Rights (OCR) compliance reviews. The Vocational Equity Specialist coordinated with staff members responsible for OCR activities to ensure that technical assistance was provided to administrators and teachers to promote equal access to vocational programs for handicapped students.

Transitioning. The VSSTs provided special education students at the secondary level with many of the priority resources and services addressed in the Carl D. Perkins Vocational Education Act. A major thrust for handicapped students was the emphasis on articulation between secondary and postsecondary systems for the purpose of providing the necessary link before exiting from their vocational programs. The types of services included advocacy support, peer tutoring, related academic support, vocational assessment, adaptation of equipment, and specialized curriculum design."

b Adult Training and Retraining

"Programs for adults. Seventeen community colleges received federal vocational funding provided by the Carl D. Perkins Vocational Education Act to support the enrollments in credit-bearing occupational programs providing either initial training or retraining for job competencies. Adult training, not leading to a degree or certificate, amounting to over 665 thousand contact hours of instruction, was sponsored by six local school systems and fifteen community colleges to over 26,000 registered adults. More than one hundred vocational-technical programs offered at both the adult and postsecondary levels were improved and modernized to meet the training needs of the work force during program year 1988."

"Award of excellence. A program sponsored by the Anne Arundel County Department of Utilities received the Division's Annual Award of Excellence recognizing outstanding vocational-technical programs at the adult level. The Department of Utilities, Office of Training and Development, was credited for turning around the workforce against a backdrop of serious environmental and technological problems. After 60,000 hours of training, the organization has a proud, skilled workforce; the highest operator license passing rate in the State of Maryland; and massive reductions in equipment down-time."

c. Services for Limited English Proficient (LEP) Students

"All Vocational Support Service Teams in Maryland's seventeen community colleges provide instructional support services to LEP students enrolled in vocational programs. These services include tutoring, curriculum modification, career planning assistance, study skills training, and computer-assisted instruction. One community college offers a course entitled, Academic Success for its LEP Students. Topics covered in the course include time management, reading and notetaking skills, campus resources, and personal adjustment skills. The same community college offers courses in occupational English, both on campus and at community-based sites. Another community college provided training in food service and housekeeping for forty-four students."

d. Criminal Offenders

"More than 998 inmates in Maryland Correctional Institutions received vocational certificates in thirty-one different program areas in program year 1988. The non-occupational certificates awarded during program year 1988 totaled 117 with 211 employment readiness certificates. An additional 596 were enrolled in vocational education programs located in the institutions."

"Maryland's apprenticeship program for inmates had an enrollment totaling 169 at the end of program year 1988. Vocational apprenticeship training was offered in eight areas at four institutional locations. The department of education continues to provide a coordinator who monitors attendance and handles recruitment and counseling. The Department of Employment and Training funds the classroom training, which is offered through participating community colleges. Apprentices are employed in the Division of Correction work programs, and receive placement assistance from a Division of Correction placement coordinator. A new apprenticeship program in Cook/Baking is being established at the Eastern Correctional Institution."

2. The following summaries of activities conducted related to program improvement, innovation, and expansion exemplify the responsive manner in which the purposes of the Act under Title II, Part B were achieved. Information presented in these extracts from the State Department of Education, Annual Performance Report for Program Year 1988, were substantiated by the Council during special studies, school visitations, participation in and monitoring or program evaluations, information received at public meetings and meetings with county advisory councils on vocational-technical education.

a. "Expanded programs. Programs were expanded throughout the state at secondary, postsecondary, and adult levels. Expansion occurred in the areas of agriculture, business, health, marketing, and trade and industrial education. Major efforts included implementing curricula changes in order to integrate basic skills and higher order thinking skills in vocational programs, acquiring high technology equipment to keep programs relevant to the workplace, providing instructors with professional development activities leading to more effective classroom teaching, and offering students opportunities to explore careers and learn trade-related skills. At the secondary level, consumer and homemaking programs were expanded as described in Section III of this report."

b. "Equipment. Equipment purchased with Title IIB funding is for the purpose of technologically updating vocational programs. In 1988, secondary schools and community colleges were able to achieve significant program improvement by acquiring new state of the art equipment for vocational programs. Equipment was also acquired to assist vocational students with learning difficulties and to provide access to career information services."

"At the postsecondary level, DVTE provided $365,000 to improve or expand vocational programs through the purchase of high technology equipment. Each of the seventeen community colleges in Maryland received a portion of the funds to purchase state-of-the-art equipment to keep programs relevant to today's technology. For example, the Accounting and Business program at Hagerstown Junior College was improved by acquiring new equipment. A microcomputer laboratory with fifteen microcomputers (each with 250 megabytes of memory) and printers supports the program. This state-of-the-art equipment provides students with the skills needed for placement in high demand business occupations. The microcomputer laboratory is available to vocational students 44 hours per week. At Catonsville Community College, the latest equipment was purchased for the computer assisted drafting (CAD) laboratory. Students are currently employed in local industries using the same CAD equipment, thus enhancing the program's credibility with the business community."

D. Articulation

1. Community Colleges and Secondary Schools

The number of community college occupational programs that have been articulated with vocational-technical education programs offered in the secondary schools throughout the State has steadily increased in recent years. An informal telephone survey recently conducted by the State Department of Education staff indicates that every community college now has at least one articulated occupational program. A total of 62 articulated programs in the following 24 occupational areas were identified:

Accounting
Automotive Mechanics
Architectural Design
Business Administration & Management
Business Data Processing
Child Care
Computer Servicing Technology
Drafting
Educational Media Technology
Electro Mechanical Technology
Electronic Technology
Electrical & Electronics Equipment Repair
Forest Management
Food Processing Technology
Food Service
Heating, Ventilation & Air Conditioning
Industrial Equipment Maintenance
Mechanical Design Technology
Machine Tool Operations
Nursing
Parks & Recreation
Retailing
Radiologic Technology
Secretarial & Related

2. Community Colleges and Independent Postsecondary Schools

In addition to vocational education program articulation arrangements between secondary schools and community colleges, an increasing number of transfer agreements have been established between the independent postsecondary schools (proprietary) and community colleges in Maryland. Twelve of the State's seventeen community colleges have established tranfer agreements with one or more of sixteen different independent postsecondary schools. Individual students can earn from four to thirty credits for successful completion of programs in the following occupational areas:

Accounting
Automotive
Business
Computer Programming
Drafting
Electronics
Law Enforcement
Mass Communications
Nursing
Office Technology

A complete listing of the colleges and schools involved, and the subjects for which transfer credit can be earned is provided in Appendix F.

E. Program Evaluation

1. Secondary School Programs

During FY1987 the State Department of Education, Division of Vocational-Technical Education completed a comprehensive four year Statewide vocational education program review. All aspects of the program were planned and implemented in an exemplary manner. The program included a thorough assessment of the secondary school vocational-technical education programs, students, staff, and employers of program graduates in the State's local education agencies.

Some of the findings which attest to the quality of the programs and qualifications of vocationally prepared graduates are summarized in the following extracts from the State Department of Education, Division of Vocational-Technical Education, Report on the Condition of Vocational-Technical Education:

> "Over 14,650 vocationally prepared graduates responded to a one year out-of-school follow-up questionnaire. Reflecting on their in-school general and vocational experience, the graduates were very positive in their reactions. Over 97 percent reported receiving adequate preparation in basic reading, writing and mathematics. In addition, more than 91% reported they had learned to work accurately and recognized the importance of good attendance.
>
> In terms of what the vocational graduates are presently doing, the study revealed that 55 percent were employed, 37 percent were attending school, and 4.5 percent were unemployed. The average hourly wage of those employed full-time was $5.15. However, graduates of the Trades and Industry programs earned $5.40 per hour. It is interesting to note that those graduates employed in jobs related to their vocational training earned .45 cents an hour more than those in non-related employment.

Employers of vocationally prepared graduates were very satisfied with the employee's skills, ability to learn, and with their work habits of attendance, punctuality, and ability to get along with other workers. Over 97% of the 2,165 employers who responded to the survey said they would hire other vocationally prepared graduates."

2. Community College Programs

Program evaluation at the postsecondary level (community colleges) includes an annual quantitative review of all occupational programs by the State Board for Community Colleges. This review is followed by qualitative evaluations of a smaller number of programs conducted by the community colleges in response to questions raised by the State Board for Community Colleges.

During the period covered by this Report qualitative evaluations of 94 programs were conducted. Since the Maryland Community College Program Evaluation System was established in 1978 it has been reported that 475 programs were evaluated. As a result of these evaluations, 87 programs were discontinued, 18 programs are currently inactive and a number of programs have been improved.

The Maryland Community College Program Evaluation System is considered to be an exemplary procedure for the evaluation of community college occupational programs.

Table 8, prepared by the State Board for Community Colleges, highlights the quality and responsivenes of occupational programs offered in Maryland's community colleges.

Table 8.
EMPLOYMENT AND TRANSFER AMONG GRADUATES
OF CAREER PROGRAMS
(Listed in order of highest placement rate)

Program Title	Total Sample	Percent of graduates employed full-time in field of training	Percent of full-time employees who began new full-time job after college	Percent who transferred
Inhalation Therapy	20	75%	53%	10%
Radiology	39	72	83	28
Medical Laboratory Technology	20	70	77	10
Electronics	108	68	41	31
Business	209	66	31	31
Nursing, Registered	425	63	84	8
Dental Hygiene	29	62	84	7
Secretarial Science	173	61	65	9
Nursing, Practical	22	59	93	18
Accounting	139	58	38	38
Hotel Management	28	57	32	32
All career programs	2,469	56	53	27
Data Processing Equipment Technican	25	56	56	32
Dental Assisting	17	53	84	18
Management	73	52	49	37
Retailing	42	52	43	49
Computer Programming	380	51	38	35
Computer Operator	49	49	33	10
Commercial Art	23	44	73	26
Early Childhood Education	23	44	50	19
Electromechanical Technology	22	41	83	32
Data Processing/ Law Enforcement	119	39	46	51
Mental Health	53	38	50	53
Legal Assistant	37	38	52	43
Child Care	27	33	46	15
Communications	39	28	74	44

Notes:

FY1986 graduates were survey in 1987.

Part-time employment is not shown.

Programs with fewer than 20 respondents are not shown but are reflected in "all career programs."

Transferred refers to any amount of transfer work done; a graduate can report simultaneous status as employed and transferred.

F. Recommendations

1. Status of Council Recommendations from Prior Annual and Biennial Reports

The purpose of the following matrix is to provide a record of the topics addressed in previous recommendations as well as a continuing summarization of the status of action being taken in response to the recommendations. This matrix addresses the current status of Council recommendations submitted in its evaluation reports for 1986, 1987, and 1988.

As used in this Report column headings have the following meanings:

a. No action - The appropriate agency has not initiated any action in response to the recommendation.

b. Action initiated - Action has been initiated in response to recommendation.

c. Substantial Action - Action has been initiated in response to recommendations and implementation is well underway.

d. Action Complete - All aspects of the recommendations have been satisfied.

An underscored figure X in the Status columns identifies recommendations on which some action was taken during FY1988.

Appendix G provides a complete list of the recommendations made by the Council during the period 1986 thru 1988 with supporting rationale.

MATRIX OF COUNCIL RECOMMENDATIONS
Status March 31, 1989

Topic of Recommendation	Year Recommendation Made	No Action	Action Initiated	Substantial Action	Action Completed
Graduation Requirements	1986		X		
Occupational/Craft Committees	1986		X		
Vocational-Technical Education Set Aside	1988	X			
Personnel Qualifications	1986			X	
Vocational Student Organizations	1986		X		
Utilization of Resources	1986		X		
Summer Programs	1986,1988	X			
Training Equipment					
Challenge Grant	1986,1988	X			
State Tax Advantage	1986	X			
Apprenticeship-School Linkage					
State Support	1987		X		
Local Agreements	1987		X		
Model Programs	1987		X		
School Dropouts - At-Risk Students					
At-Risk Program	1987		X		
Residential School	1987	X			
Job Training Partnership Act					
Coordination	1987		X		
Use of Public School Programs & Facilities	1987		X		
State Job Service	1987		X		
Education & Coordination Grant	1987				X
Performance Standards	1987		X		
Career Information Delivery System	1986	X			
On-site Program Evaluation	1987			X	
Improvement of Vocational-Technical Education Baltimore City Public Schools		X			

2. New Recommendation

Recommendation - Multiple Program Offerings

State Department of Education assist the State Council on Vocational-Technical Education in conducting a study to determine the need for establishing multiple program offerings in vocational-technical centers, schools, and comprehensive high schools which could be designated polytechnic institutes.

Rationale

Statewide enrollment in secondary school vocational-technical education programs peaked in FY1981 at 96,979. Subsequently, the number of students participating in such programs steadily decreased to 72,343 (25%) in FY1988. At the present time vocational-technical centers throughout the State are not being fully utilized. It is universally agreed that members of the workforce of the future must possess higher skill levels than the workers of today. Researchers estimate that three out of four jobs will require some education or technical training beyond high school although the number of jobs requiring college degrees is not expected to change significantly. The Council believes a responsive delivery system for vocational-technical education could contribute immeasurably to the continued economic development of the State. However, some adjustments should be made in the delivery system to meet the challenges of anticipated future employment trends.

A concept for the establishment of a special programs school recently developed by a local school system should be considered as an example of the type programs envisioned for polytechnic institutes. The conceptual model proposes a school that would provide program offerings which will respond to the interests and needs of a broad segment of the student population. A pre-engineering program for students preparing for careers in engineering, science, or related fields; two-plus-two technical preparation programs to respond to the interests of students planning technical careers; and career entry programs will be available for those students planning to take full-time employment following graduation. The purpose of the school was described as follows:

> "The broad scope of the center's proposed programs and the heterogeneity of the student body give a local jurisdiction the opportunity to operate a creative, cost-effective center that will increase advanced study and career development opportunities for students and serve the labor market needs. Students will be able to pursue studies relevant to individual interests and aptitudes but will do so in an educational setting which reflects the diversity of talent and interests typical of work groups and society in general. The opportunities to expand the individual learner's concepts regarding the need for interdisciplinary cooperation, the transferability of knowledge and skills, and the dignity of work will be facilitated in such a setting."

The scope of the study should also include consideration of other programs such as those offered at Baltimore Polytechnic Institute; Eleanor Roosevelt Science and Technology Center, Prince George's County; Eastern Vocational-Technical High School, Baltimore County; New York City School for Aviation; Thomas Jefferson High School, Fairfax, Virginia; etc.

G. Projected Council Concerns

Activities in Which the State Council May Become Involved During the Forthcoming Year

This is a partial listing of some of the more significant activities in which the Council may become involved during the forthcoming year. Some of the activities may be removed from the list or not be acted on until a later date. Activities are not listed in priority order.

1. Monitor the progress of State Department of Personnel efforts to establish procedures which would permit successful completion of vocational-technical education programs to be substituted for job experience in certain State job classifications.

2. Study the need for revising the State's vocational-technical education teacher education program and certification requirements for vocational-technical education teachers.

3. Study the need for updating equipment utilized in vocational-technical education programs in the public schools and community colleges.

4. Monitor the responsiveness of actions which have been initiated by various State agencies and groups to improve coordination and cooperation between the private sector and public delivery systems for vocational-technical education.

5. Monitor the progress of secondary school and community college linkages with apprenticeship programs and consider need for more emphasis on the establishment of such programs.

6. Monitor the responsiveness of programs funded under the Community Vocational-Technical Coordination Demonstration Project with regard to the extent which greater utilization of vocational-technical education facilities for summer programs and extended day use is achieved.

7. Monitor the responsiveness of the Statewide public relations program for vocational-technical education.

8. Encourage local school systems to incorporate instruction in the application of basic skills in every vocational classroom.

9. Monitor the degree to which vocational-technical education facilities throughout the State are utilized during the summer for vocational students and students who otherwise do not have access to vocational-technical education programs, such as:

- Gifted and talented
- Students pursuing a Certificate of Merit

10. Monitor progress being made in the articulation of vocational-technical education programs between secondary schools and community colleges.

APPENDICES

Appendix A

State Council on Vocational-Technical Education

On-Site Visits to the JTPA Service Delivery Areas

Basic Discussion Items

A. Coordination between vocational education and the JTPA.

The Governor's Coordination and Special Service Plan for FY1986 specifies that "Private Industry Councils and local governments should make every attempt to coordinate JTPA-funded efforts with other education, employment and training programs and agencies in the service delivery area, particularly economic development, vocational education, community colleges, the Department of Employment and Training, public assistance, and community-based organizations."

In this regard, Job Training Plans must:

Describe specific linkages with educational agencies (secondary and post-secondary, public and private) and with vocational rehabilitation agencies to avoid unnecessary duplication of programs and to coordinate the use of resources and facilities. At a minimum, address the degree to which the following criteria are met, giving examples where appropriate. Where the criteria are not met, describe specific barriers preventing coordination.

1. Coordination with such education and vocational rehabilitation agencies to identify appropriate training needs in the service delivery area.

2. Joint planning with the above agencies to avoid duplication of programs and to coordinate the use of resources.

3. Coordination of placement activities to avoid duplication of effort and unnecessary multiple employer contacts.

Questions

1. Have formal agreements on coordination been established? If not, what procedure has been established to provide for effective coordination?

2. To what extent do educational agencies get involved in the planning process for JTPA supported programs?

3. Does the PIC receive a listing of all programs assisted under the Carl D. Perkins Vocational Education Act from the State Board of Education?

4. Does the SDA/PIC receive a copy of local plans developed under the Carl D. Perkins Act for review and comment?

5. Section 107(c) of the JTPA specifies that appropriate education agencies in the service delivery area shall be provided the opportunity to provide education services unless the administrative entity demonstrates that alternative agencies or organizations would be more effective or would have greater potential to enhance the participants' continued occupational and career growth.
How is this requirement satisified?

6. To what extent is the utilization of Education Coordination and Grant Program (8% funds) administered by the State Department of Education coordinated with the PIC/SDA?

7. What procedures have been established between the PIC/SDA and Community Colleges regarding the utilization of 8% funds that are distributed directly to the SDA for use with community colleges?

B. Evaluation of vocational education program delivery systems assisted under JTPA.

1. Programs under Education Coordination and Grants Program

a. FY1987 programs administered by State Department of Education

b. A summary of the allocation of funds for FY____ indicates the _____ Service Delivery Area has an allocation of $_____ for Title II-A 8% funds for use with community colleges. How will these funds be utilized?

2. Occupational Training Programs

To what extent are they offered?

Who are the service providers?

i.e. Secondary Schools _____

Community Colleges _____

Community Based Organiztions _____

Other _____

C. General

1. Is the coordination criteria provided in the Governor's Coordination and Special Service Plan adequate?

2. Have any specific barriers prevented or hindered the establishment of effective coordination with educational agencies?

3. Do current performance standards have any impact on the selection of applicants to participate in services provided by the _____ Service Delivery Area?

Summary of Service Delivery Area Participation in Activities Related to Coordination

Service Delivery Area	Knowledge of programs assisted under Voc Ed Act	Review LEA Voc Ed Plans	Solicit LEA as service provider	Includes education agency reps on PIC	Provide LEA copy of job training plan	Utilize secondary school facilities	Utilize Job Service	Utilize community college facilities	Utilize proprietary schools	Achieve performance standards	Serve most in need applicants	Operate programs directly	Service providers represented on PIC			
Baltimore Metropolitan																
Baltimore County																
Frederick County																
Lower Shore																
Montgomery County																
Prince George's County																
Southern Maryland																
Susquehanna Region																
Upper Shore																
Western Maryland																

NOTE: A grade scale will be utilized to denote the degree to which each activity specified is being carried out in each service delivery area.

PLEASE NOTE: A matrix of this type will be utilized during on-site visits conducted by the Council after April 1, 1989. The scope may be expanded to include additional activities.

Maryland Department of Employment and Training
Job Training Partnership Act
SUMMARY CHART - ALLOCATION OF FUNDS
JULY 1, 1986 - JUNE 30, 1987

SERVICE DELIVERY AREAS	TITLE IIA BASIC GRANTS	TITLE IIA EDUCATION COORDINATION	TITLE IIA OLDER WORKER TRAINING	TITLE IIB SUMMER YOUTH TRAINING	TITLE III DISLOCATED WORKERS[1]	JTPA GRANT TOTALS	STATE ALLOWANCE PROGRAM[2]
BALTO METRO SDA	6,872,472	140,975	216,567	5,933,318	209,094	13,372,426	832,410
BALTO CO SDA	2,671,570	54,801	42,368	1,512,998	102,304	4,384,041	326,058
FREDERICK CO SDA	241,036	4,944	11,822	211,791	9,891	479,484	29,496
LOWER SHORE SDA	949,093	19,469	22,883	478,651	25,800	1,495,896	114,594
MONTGOMERY CO SDA	392,004	8,041	22,551	666,310	34,822	1,123,728	50,172
PRINCE GEORGES CO SDA	1,209,598	24,812	31,216	1,309,744	48,648	2,624,018	147,902
SOUTHERN MARYLAND SDA	283,433	5,814	18,303	491,054	14,406	813,010	35,010
SUSQUEHANNA REGION SDA	1,060,903	21,762	16,176	572,319	24,760	1,695,920	127,616
UPPER SHORE SDA	704,698	14,455	25,911	379,104	17,724	1,141,892	84,918
WESTERN MARYLAND SDA	1,914,811	39,278	38,874	1,096,047	48,804	3,137,814	230,816
DEPT OF EDUCATION	0	1,213,695	0	0	0	1,213,695	0
OFFICE ON AGING	0	0	148,891	0	0	148,891	0
DET ADMIN/STATE PROGRAMS	0	123,710	31,345	0	178,751	333,806	21,008
VETERANS IV C[3]						143,000	
6% INCENTIVE/TECH ASST[4]						188,073	
TOTALS	16,299,618	1,671,756	626,907	12,651,336	715,004	32,295,694	2,000,000

[1] TITLE III FUNDS - ALLOCATIONS DO NOT INCLUDE ANY TITLE III DISCRETIONARY FUNDS FROM THE DEPARTMENT OF LABOR
[2] ALLOWANCE PROGRAM - A STATE FUNDED LIVING/DAY CARE ALLOWANCE
[3] TITLE IV C - VETERANS SERVICES - FUNDS ARE USED FOR SPECIALIZED OR STATEWIDE PROJECTS
[4] TITLE II A 6% FUNDS - SERVICE DELIVERY AREA (SDA) ALLOCATIONS ARE NOT DETERMINED UNTIL THE END OF THE PROGRAM YEAR ($1,065,744 IS AVAILABLE IN PROGRAM YEAR 1986 FOR INCENTIVE AWARDS TO THE SDAs - $188,073 IS AVAILABLE FOR TECHNICAL ASSISTANCE ACTIVITIES)

Appendix B

MARYLAND'S TOMORROW

MARYLAND ACTS TO BRING MORE QUALIFIED YOUTH TO THE WORK FORCE

15,000 STUDENTS IN MARYLAND DROPOUT

Over 15,000 teenagers drop out of school each year. In some areas, the dropout rate is near 50% of all students who enter high school. The majority of these young people will never be able to hold a job, earn a living wage, or be fully productive members of our community or our labor force.

WHAT CAN BE DONE ?

The Governor, based on recommendations from the GETC, has proposed a bold initiative to solve this problem - called **MARYLAND'S TOMORROW**. It is a program that makes a long-term commitment to youth to see them successfully through their high school career and launch them into the "world-of-work" or further education opportunities. The basic approach of the program will be to identify the potential dropout early, and to work intensively with them to address their needs. Starting at the end of the eighth grade, students will be screened to identify potential dropouts. Once identified, they will start a long-term, year-round program that includes activities during both the school year and the summer. These will include:

* **WORK EXPERIENCE IN BOTH THE PUBLIC AND PRIVATE SECTOR**
* **MOTIVATIONAL AND LEADERSHIP DEVELOPMENT**
* **YEAR-ROUND REMEDIAL EDUCATION**
* **A COMPREHENSIVE SUPPORT NETWORK**
* **CAREER EXPLORATION AND WORK OPPORTUNITIES**
* **PARENTAL, PRIVATE SECTOR, AND COMMUNITY INVOLVEMENT**

HOW WILL IT BE DONE ?

A unique funding approach is being taken to muster the resources needed for **MARYLAND'S TOMORROW**. Existing programs and new dollars are being coupled to make it work. For example:

NEW STATE MONEY: The $3.25 million of State funds requested by Governor

Schaefer will go to the Private Industry Councils (PICs). These PICs are the focal point for the planning and administration of the Federal Job Training Partnership Act (JTPA) program at the local level. By law, the majority of PIC members must be business people. Local schools and the PICs will be jointly responsible for creating the additional year-round services needed to keep students in school and learning.

TARGETING THE JOB TRAINING PARTNERSHIP ACT SUMMER YOUTH PROGRAM : This program brings over $9,000,000.00 of Federal resources to local Private Industry Councils to provide public sector jobs to disadvantaged youth in the summer months. Using the State funds as an incentive, the Private Industry Councils will be asked to begin to refocus these dollars so that they provide more intensive summer services and the educational remediation needed during the summer to help stem the dropout problem.

THE MARYLAND SUMMER PROGRAM: The private sector jobs raised during the Maryland Summer campaign will be used to free-up some of the Federal JTPA dollars to allow for the targeting described above. Furthermore, through the Maryland Summer, employers will also be able to pledge funds for their Private Industry Council to help this comprehensive effort.

EXISTING SCHOOL PROGRAMS: A variety of prevention initiatives, such as teen pregnancy, substance abuse, and truancy programs exist in many schools now. These programs, as well as other program resources that the schools may be able to refocus, will be a part of this total effort.

WHAT WILL BE ACCOMPLISHED ?

MARYLAND'S TOMORROW will begin the process of reversing the dropout tide. It will have a positive impact upon the targeted group of young people. It will help improve their school attendance. It will improve their performance on the State proficiency tests and, most importantly, it will ultimately improve their chances of graduating from high school and becoming productive, gainfully employed adults.

At the current level of funding, the program will not be able to reach every potential dropout. But it is a start. A place to begin and to build upon so that in time, virtually all Maryland students will graduate from high school.

MARYLAND'S TOMORROW

FACT SHEET

What is the Maryland's Tomorrow Program?

Maryland's Tomorrow is an innovative dropout prevention program. It is designed to help local Private Industry Councils (PIC's) and the local school Superintendents pull together a comprehensive, long term, year-round program that will:

* Improve school attendance
* Increase the skills competency of our "at-risk" students
* Increase the number of youth graduating from school
* Increase the number of youth making the transition from school to work and post-secondary education

Why does Maryland need a Maryland's Tomorrow Program?

Over 15,000 teenagers drop out of our schools each year. The majority of these young people will never be able to hold a job, earn a living wage, or be fully productive members of our community or our labor force. At the same time, our business community is finding it more difficult to obtain qualified workers for existing jobs. That is why Maryland's Tomorrow is vitally needed, to help both "at-risk" young people make the most of their potential and ensure that they can become a productive part of our work force.

Who can take part in the Maryland's Tomorrow Program?

The program is targeted at young people, 14 years of age and older, who are at-risk of dropping out of school. Specifially, the program focuses on youth who have:

* Low Academic Achievement,
* Poor Attendance Records,
* Disciplinary Problems,
* Parenting Responsibilities,
* Patterns of Substance Abuse, or are
* Economically Disadvantaged.

What services do individuals in Maryland's Tomorrow receive?

All programs will provide an array of services that will include:

* Job experience
* Motivational and leadership development
* Year-round remedial education
* A comprehensive support network
* Transitional services to work or higher education.

What role does Business play in the Maryland's Tomorrow Program?

The Private Sector has a critical role to play. First, through the local Private Industry Councils, business will take a major role in planning and operating the program. Secondly, through the Maryland Summer Program employers are being counted on to provide summer jobs and resources to augment the program. As the eventual employers, the business community must provide job opportunities and continual program feedback.

How will the Maryland's Tomorrow Program Work?

At the local level, Maryland's Tomorrow is a partnership program between the PIC's and the local school systems. As a team, they are responsible for planning, and operating the program. At the State level

Maryland's Tomorrow is administered by the State Department of Education (MSDE). To assist with the overall effort, MSDE has teamed with the Governor's Employment and Training Council, the Department of Economic and Employment Development, the State Board of Education, and the Johns Hopkins University for the development of policy and program strategy. All of these agencies are contributing to the effort and are working to facilitate the success of the program at the local level.

How much money is available for Maryland's Tomorrow?

The Governor has budgeted $3,250,000 of state general revenues for this dropout prevention program. But Maryland's Tomorrow is designed to leverage a much larger pool of resources to address this critical problem.

* On the part of the schools, existing supportive and remedial education resources will be coordinated in Maryland's Tomorrow.
* The PICs will target Federal Job Training funds, especially portions of their summer youth allocation, to complement the year round activities.
* Using the Maryland Summer Program as the vehicle, the private sector will provide summer jobs and other funds for the program.

State dollars are the key to pulling all of these resources together to focus on the dropout problem. The $3.25 million of State resources fills the gaps and provides the flexibility missing in the other programs. It allows for a year round, multi-service intervention program that cannot presently be provided.

How is the money allocated?

Each jurisdiction will receive a basic grant. The remaining funds will be allocated by a formula that reflects the need of each area as shown by thier share of the State's economically disadvantaged and dropout youth population.

Will Maryland's Tomorrow replace the Maryland Summer Program or the Federal Summer Jobs Program?

No! Maryland's Tomorrow builds upon these programs and provides an additional, year round resource for students that are taking part in the Maryland Summer and Federal Summer Jobs Program.

What are the benefits of the Maryland's Tomorrow Investment?

The investment return for "at-risk" youth is:

* Improved school attendance
* Increased skills competency
* A better chance of graduating and getting a job

The investment return for employers is:

* Increase in the number of youth making the transition from school to work or higher education
* Increase in the number of young people who are prepared to be productive

The investment return to the State is:

* Increase in the number of "at-risk" youth who can be economically self-sufficient
* Long term savings in welfare, corrections, and other social programs
* Eventual increase in payroll and sales tax revenues generated by youth who become productive members of the workforce.

Where can more information on Maryland's Tomorrow be obtained?

The Maryland State Department of Education
200 W. Baltimore Street Baltimore,
Maryland 21201 (301) 333-2426

MARYLAND'S TOMORROW

THE MARYLAND'S TOMORROW MODEL

Maryland's Tomorrow has been modeled after several successful national dropout prevention programs. While the actual services that each student will receive will be based on his/her needs, a model plan of service has been designed to provide an example of how Maryland's Tomorrow will work.

Summer Session Between the 8th and 9th Grades Includes the Following Core Activities:

**Remediation **Work Experience **Motivational Training (e.g. Outward Bound)

The 9th Grade In School Component Has the Following Core Activities:

**Tutoring **Community Service Projects **Mentoring **Life Skills Training **Counseling **Parent - Student Activities

Summer Session Between the 9th and 10th Grades:

The core activities shown above for the summer session will be provided along with the addition of specialized activities, such as:

**Vocational Exploration **Career Clubs

The 10th Grade In School Component Has the Following Activities:

The core activities shown above for the in school session will be provided along with the addition of specialized activities such as:

**Vocational Training **Vocational Support Teams **Peer Support **Career Clubs

Summer Session Between the 10th and 11th Grades:

The core activities shown above for the summer session will be provided along with the addition of specialized activities such as:

**Jobs as Tutors for Other, Younger "At-Risk" Students **Summer College Experience **Applied Skills Labs **Public and Private Sector Work Experience

The 11th Grade In School Component Has the Following Activities:

The core activities shown above for the in school session will be provided along with the addition of specialized activities, such as:

**Community Service Projects **Internships **Advanced Vocational Training **Employment Workshops **SAT Coaching **Part Time Employment in the Private Sector

Summer Session Between the 11th and 12th Grades:

The core of summer activities would still be available to all students but it is planned that by this point in the program more emphasis will be on working and planning for the future. Therefore the majority of the services will consist of:

**Jobs as Tutors for Other, Younger "At-Risk" Students **Private Sector Jobs **Career Clubs **SAT Coaching **Summer College Experience

The 12th Grade In School Component Has the Following Activities:

The core activities shown above for the in school session will still be available for all students but it is planned that by this point in the program more emphasis will be placed on preparing for the transition from school. Therefore the majority of the services will consist of:

**Tryout Employment **Career Clubs **SAT Coaching **Vocational Support **Job Search Training **Counseling **Part Time Jobs

Graduation - A Transitional Component Will Be Provided that Includes:

**Job Placement Assistance **College Entrance Assistance **Job Seeking Support Groups **Mentoring and Counseling

Appendix D

Comparison of Service Delivery Area Performance with Performance Standards FY1987

Standards	Balto. Consort.	Balto. County	Frederick	Lower Shore	Montg.	Prince George's	Southern Maryland	Susque-hanna	Upper Shore	Western MD
Entered Empl.Rate										
Standard	52.83%	63.79%	52.84%	54.28%	61.83%	57.91%	60.69%	65.28%	64.20%	65.90%
Actual	76.95%	71.62%	84.96%	55.97%	59.30%	71.70%	85.41%	74.87%	84.05%	77.62%
Cost/Ent.Empl.										
Standard	$4,400	$5,174	$5,664	$5,021	$6,466	$6,299	$4,269	$4,837	$4,482	$4,061
Actual	$1,334	$4,277	$ 942	$2,224	$3,771	$2,813	$1,043	$2,572	$2,332	$2,758
Avg.Wage at Placemt.										
Standard	$4.21	$5.03	$4.26	$3.87	$5.34	$4.63	$4.30	$4.88	$4.28	$4.43
Actual	$4.49	$5.67	$4.76	$4.42	$5.90	$5.72	$5.18	$5.13	$4.67	$4.81
Welfare Ent.Empl.Rt.										
Standard	47.32%	51.89%	54.15%	49.45%	55.12%	50.38%	54.81%	54.74%	55.95%	53.00%
Actual	71.70%	58.22%	80.77%	55.75%	63.16%	62.16%	78.69%	60.00%	72.97%	65.48%
Entered Empl.Rate(Y)										
Standard	43.89%	37.58%	36.83%	32.65%	53.90%	41.84%	34.89%	42.96%	36.53%	30.70%
Actual	65.55%	49.54%	65.93%	39.41%	64.47%	66.77%	46.57%	53.14%	57.21%	35.04%
Pos.Term.Rate(Y)										
Standard	70.15%	75.19%	81.44%	77.57%	74.30%	70.86%	77.34%	75.27%	80.22%	80.78%
Actual	79.05%	89.27%	93.41%	74.80%	84.21%	80.49%	64.78%	73.60%	89.55%	84.32%
Cost/Pos.Term.(Y)										
Standard	$3,827	$3,343	$3,450	$2,736	$4,634	$3,908	$2,773	$3,298	$3,050	$2,973
Actual	$1,484	$3,735	$1,632	$1,974	$4,609	$2,635	$1,002	$3,033	$2,169	$1,742

Source: Governor's Employment and Training Council
Note: Underline indicates performance standard not exceeded.

Appendix D

Comparison of Service Delivery Area Performance with Performance Standards FY1988

Standards	Balto. Consort.	Balto. County	Frederick	Lower Shore	Montg.	Prince George's	Southern Maryland	Susque-hanna	Upper Shore	Western MD
Entered Empl.Rate										
Standard	49.80%	65.10%	56.80%	49.90%	61.70%	51.00%	58.50%	64.30%	60.30%	62.50%
Actual	75.25%	69.23%	75.32%	62.43%	69.03%	64.86%	89.19%	71.79%	81.67%	74.85%
Cost/Ent.Empl.										
Standard	$4,387	$5,180	$7,095	$5,089	$6,038	$6,734	$4,940	$4,650	$4,904	$4,050
Actual	$ 931	$2,602	$2,256	$2,004	$1,817	$2,473	$1,565	$2,634	$3,789	$2,350
Avg.Wage at Placemt.										
Standard	$4.22	$5.10	$4.42	$3.97	$5.17	$4.62	$4.26	$4.76	$4.21	$4.63
Actual	$4.79	$5.65	$5.25	$4.46	$6.39	$6.01	$5.43	$5.54	$5.08	$4.98
Welfare Ent.Empl.Rt.										
Standard	44.80%	53.30%	56.60%	45.90%	57.90%	45.40%	54.20%	53.80%	50.70%	52.10%
Actual	67.37%	59.89%	69.57%	63.54%	52.63%	58.24%	86.36%	64.44%	82.35%	71.72%
Entered Empl.Rate(Y)										
Standard	46.90%	37.70%	26.20%	31.90%	50.90%	39.50%	46.20%	44.00%	17.00%	25.10%
Actual	65.71%	42.55%	32.58%	37.33%	52.17%	68.28%	72.16%	46.55%	38.42%	39.94%
Pos.Term.Rate(Y)										
Standard	71.40%	75.70%	77.30%	73.50%	76.10%	71.80%	72.60%	73.20%	75.50%	77.20%
Actual	83.04%	90.51%	86.30%	87.73%	79.13%	80.38%	75.26%	74.55%	86.32%	81.30%
Cost/Pos.Term.(Y)										
Standard	$3,899	$3,692	$4,949	$3,238	$4,128	$4,548	$3,965	$3,734	$4,167	$3,213
Actual	$1,270	$2,517	$1,323	$1,677	$2,838	$1,851	$1,505	$2,456	$2,724	$1,757

Source: Governor's Employment and Training Council
Note: Underline indicates performance standard not exceeded.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR VOCATIONAL AND ADULT EDUCATION

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Mr. Gordon Ropp
President
National Association of State
Councils on Vocational Education
100 Alzina Building
100 N. First Street
Springfield, Illinois 62702

Dear Mr. Ropp:

Thank you for your letter of October 15 concerning minimum content for the reports of the State Councils on Vocational Education due on March 31, 1987. We can understand why there is confusion over these reports.

Section 401.16 of the regulations for the Carl D. Perkins Vocational Education Act requires the Councils to conduct a number of activities. However, a careful reading of that section reveals only two activities that must be addressed in the reports to the Secretary of Education and the Secretary of Labor. They are:

1. Item 401.16(b)(9)(i)(A) - Evaluate the vocational education program delivery systems assisted under the Act and the JTPA in terms of their adequacy and effectiveness in achieving their respective purposes; and

2. Item 401.16(b)(9)(i)(B) - Make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and JTPA.

Additionally, item 401.16(b)(9)(ii) states specifically that the Council shall "advise, in writing, the Governor, the State board, the State Job Training Coordinating Council, the Secretary [of Education], and the Secretary of Labor of these findings and recommendations."

One issue which we must address in relation to the required reports is the intent of regulation 401.16(b)(9)(i)(A). We understand that some Councils interpret that item to mean that they review only those JTPA-funded activities administered by the State board of vocational education. However, we believe that Congress intended for the Councils to evaluate the total JTPA delivery system.

We understand also that some Councils believe the requirement to be to evaluate only the coordination between the vocational education and JTPA delivery systems. Item 195 of the Joint Explanatory Statement of the Committee of Conference indicates that the Senate amendment would have required the Councils only to assess the effectiveness of the coordination between vocational education and JTPA and make recommendations to the State board on evaluation criteria for vocational education programs. However, the Senate receded on this question, with an amendment requiring the Councils to make recommendations to the State board on JTPA coordination.

A complicating factor for the current report, which is due on March 31, 1987, is the fact that the period covered by the report encompasses the last year of activities under the Vocational Education Act of 1963, as amended, and the first year of activities under the Perkins Act. In order to simplify reporting in this situation, we suggest that Councils concentrate the report on evaluations conducted over the two-year period and resulting recommendations. We would not attempt to address all of the report topics required under the previous Act.

Finally, our reading of the Act and regulations suggests that items 401.16(b)(2), (b)(5), (b)(7), and (b)(8) require additional reporting to the State board of vocational education. In addition, item 401.16(b)(2) requires reporting to the Governor, the business community, and the general public. We assume that the reports required under Sections 401.16(b)(3) and (b)(6) should be directed to the State board. While the Secretary of Education is not listed as a recipient of the information derived from these activities, any additional information that a Council wishes to include in its report would be reviewed and used, where possible, to improve our understanding of vocational education in that State.

I hope this letter helps clarify the reporting requirements for the State Councils. If you have further questions, please contact Mr. Les Thompson, Chief, State Administration Branch, DVE, Room 612, Reporters Building, 400 Maryland Avenue, S.W., Washington, D.C. 20202; telephone (202) 732-2450.

Sincerely,

for LeRoy A. Cornelsen
Director
Division of Vocational Education

Appendix F

Transfer Agreements between Independent Postsecondary Schools and Community Colleges

CURRENT AGREEMENTS

	College	IPS School	Subject(s)	Number of Credits
1.	CCB	Arundel Inst. of Tech.	Drafting Electronics	18 30
2.	CCB	Control Data Institute	Computer Programming	20
3.	CCB	Fleet Business School	Office Technology	26
4.	Wor-Wic	Eastern Shore Criminal Justice Academy	Law Enforcement	9
5.	Catonsville	Control Data Institute	Office Technology Electronics	8 24
6.	Catonsville	Johnston School of Practical Nursing	Nursing	7
7.	All colleges	Maryland National Guard	General Studies	16
8.	Anne Arundel	Arundel Inst. of Tech.	Drafting Electronics	3 18
9.	Anne Arundel	Fleet Business School	Office Technology	15-21
10.	CCB	Broadcasting Inst. of Maryland	Mass Communication	27
11.	CCB	Strayer Business School	Office Technology	30
12.	CCB	Stratford Schools	Office Technology	33*
13.	CCB	Lincoln Tech	Automotive	17
14.	Catonsville	Arundel Inst. of Tech.	Drafting Electronics	20 16
15.	Charles	Chesapeake Bus. Inst.	Office Technology Business Accounting	15 6 6
16.	Charles	Fleet Business School	Office Technology Business Accounting	9 3 6
17.	Chesapeake	Woodbridge Bus. Inst.	Office Technology	25-30
18.	Cheaspeake	Fleet Business School	Office Technology	26

College	IPS School	Subject(s)	Number of Credits
19. Dundalk	R.E.T.S. Electronics	Electronics	4-29
20. Frederick	Abbie Business Institute	Office Technology Business	27 18
21. Montgomery	Katherine Gibbs School	Office Technology	48*
22. Montgomery	General Communications School	Office Technology	41*
23. P.G.	Fleet Business School	Office Technology	23
24. P.G.	Yorktown Business Inst.	Office Technology	22
25. P.G.	Chesapeake Bus. Inst.	Office Technology	44*
26. Essex	Arundel Inst. of Tech.	Drafting Electronics	13 18
27. Essex	Stratford Business Sch.	Office Technology	8
28. Hagerstown	Abbie Business Institute	Business	24 27

* Individual students can earn no more than 30 credits through this agreement

PROPOSED AGREEMENTS

College	IPS School	Subject(s)	Number of Credits
1. Catonsville	Strayer Business College	Office Technology	33
2. P.G.	Tesst Electronics	Electronic Tech.	20

Appendix G

Recommendations

1986

1. Vocational-Technical Education Training Equipment

Recommendation

The Administration introduce legislation during the 1987 session of the General Assembly to provide new sources of funding support for the purchase of state-of-the-art training equipment for secondary school and community college vocational-technical education programs. Legislation for the following methods of obtaining funding support for vocational-technical education is suggested:

a. Establish a State funded challenge grant program for the purchase of state-of-the art equipment required to keep instruction relevant to the needs of business and industry. An initial State grant fund of $1 million is suggested to establish the program.

b. Establish a State tax advantage procedure for corporations that contribute state-of-the-art equipment to public vocational-technical programs.

Rationale:

One of the major problems faced by institutions that offer vocational-technical education programs is the increasing cost of state-of-the-art equipment required to keep instruction provided relevant to the needs of business and industry. Public schools have traditionally received varying degrees of support for vocational education programs from business and industry. However, most school systems in the State are operating some programs with inadequate or outdated equipment. This situation is aggravated by rapid changes in technology which dictate more frequent updating of equipment.

During the 1986 session of the General Assembly the Council supported legislation designed to help alleviate the training equipment shortage problem. Unfortunately, a bill to allow a State income tax advantage for contributions of state-of-the-art equipment to a public secondary school or community college vocational-technical education program did not pass. A second proposal supported by the Council for the establishment of a State funded challenge grant program for the purchase of state-of-the-art equipment was not introduced by members of the General Assembly. The Council believes both of these proposals have considerable merit and should be pursued further.

Under the suggested challenge grant program community colleges and local education agencies would be eligible to apply for grants. Grant recipients would be required to provide not less than fifty percent of the costs of projects supported by grants from non-State sources. The non-State share would include assistance received from business and industrial firms including the donation of funds or the fair market value of in-kind contributions such as facilities, personnel, and equipment. Procedures for the administration of a grant match fund would be developed by the State Council on Vocational-Technical Education in coordination with the State Department of Education and State Board for Community Colleges.

A State income tax advantage is proposed for corporations which contribute equipment to public vocational-technical education programs. The amount of the tax advantage would be determined with reference to the Internal Revenue Code. The Maryland State Council on Vocational-Technical Education and the State Board of Education would establish eligibility guidelines for the tax advantage. The State Board

of Education would certify the contribution of equipment. This procedure is relatively inexpensive to implement, and the revenue impact amounts to $7 loss of revenue for every $100 of tax advantage, compared to a dollar for dollar reduction in revenue if a tax credit were authorized.

2. High School Graduation Requirement

Recommendation

State Board for Vocational-Technical Education arrange for local education agencies to report on the locally approved courses that are identified as meeting the graduation prerequisite for a specified core credit in vocational education.

Rationale:

At the May 28, 1986 meeting of the State Board of Education, the Board members passed the following motion:

> "Resolved, to meet the graduation prerequisite in computer studies, home economics, industrial art/technology education, or vocational education; the credit must be met through a locally approved course offering in any one of the four areas."

Federal Support for vocational education provided under the Carl D. Perkins Vocational Education Act and State vocational-technical education set-asides from basic current expense aid must be used to fund vocational education programs as defined in the Maryland State Plan for the Administration of Vocational-Technical Education. Formulas for the local allocation of such funds utilize the recipients full-time equivalent students for vocational education students. If these sources of funding are utilized for courses that do not meet criteria specified in the State Plan for Vocational-Technical Education, approval of future State Plans and the allocation of Federal vocational-education funding and vocational-technical education set-asides from basic current expense aid may be jeopardized. Consequently, it is suggested a procedure be established for identifying locally approved course offerings that do not qualify as vocational courses or programs under the above mentioned definition but for which local credit is given for a specified core credit in vocational education.

3. Personnel Qualifications

Recommendation:

State Board for Vocational-Technical Education require local education agency compliance with minimum education and professional experience qualifications established for local administrative, supervisory, and instructional personnel employed to conduct programs of vocational-technical education.

Rationale:

Personnel qualifications for individuals involved in the administration, supervision, and instruction of vocational-technical education are promulgated in the State Plan for the Administration of Vocational-Technical Education under the Carl D. Perkins Vocational Education Act of 1984. The Council has been apprised of several instances of noncompliance with personnel qualifications for local directors, supervisors, or coordinators of vocational-technical education. Continued disregard for personnel qualifications will have an adverse impact on the quality and responsiveness of vocational-technical education.

4. Occupational/Craft Committees

Recommendation:

State Board for Vocational-Technical Education and State Board for Community Colleges mandate the establishment of active Occupational/Craft Committees for applicable vocational-technical education programs offered in each school system and community college.

Rationale:

Active Occupation/Craft committees contribute to the responsiveness of vocational-technical education provided by school systems and community colleges by carrying out such functions as:

- o verifying the need for instruction in the occupation
- o verifying the content of the course of study
- o providing the instructor with technical assistance
- o providing service to the instructor, students, school, and community
- o providing advice on the selection of training equipment

Reports of recent on-site program evaluations indicate a number of schools that offer vocational-technical education programs do not have occupational/craft committees and some of the established committees are not active.

The State Council on Vocational-Technical Education recently published comprehensive guidelines for organizing and maintaining occupational/craft committees.

5. Vocational Student Organizations

Recommendation:

State Board for Vocational-Technical Education and State Board for Community Colleges encourage the establishment and/or expansion of vocational student organizations as an integral part of vocational-technical education programs.

Rationale:

The purposes, goals and activities of the nine major vocational student organizations and the Policy of the United States Department of Education for Vocational Student Organizations strongly endorse the objectives of vocational student organizations and stress the desirability of State and local education agencies to recognize and encourage the growth and development of these organizations.

Recent reports of secondary school evaluations conducted in Maryland include numerous comments and observations which reflect the need for more emphasis to be placed on the establishment and operation of vocational student organizations. Examples of such comments and observations are:

- o Student organizations need to be revitalized.
- o No student organizations established.
- o Local student organizations not nationally affiliated.
- o Student organizations are functioning below potential.
- o Student organizations have little visibility.
- o Student organizations are not fully integrated.
- o Low membership in student organizations.
- o Central administrative staff does not actively support student organizations.
- o There is a need for the local student organization chapter to support the development of leadership and entrepreneurship skills.

In March 1986, the Council sent a letter to the school superintendents that summarized the above observatons and solicited their support in the establishment and/or continuation of active vocational student organizations as an integral part of instructional programs in their school systems.

6. Career Information Delivery System

Recommendation:

Governor's Employment and Training Council initiate action to establish a permanent career information delivery system.

Rationale:

In compliance with State and Federal legislation, a comprehensive career information delivery system designated as the Information Network for Occupational Resources in Maryland (INFORM) was established under a contract with Baltimore New Directions for Women, Incorporated several years ago. Subsequently, the system has been refined and operated on a contract basis. The system provides a simple method for students, job seekers, and career changers to match their career interests with concrete information about job outlooks, wages, working conditions, educational requirements and opportunities, and training programs. It is considered appropriate at this time that the system be established on a more permanent basis to facilitate the development of plans for future growth and utilization and stabilize administration.

7. Utilization of Vocational-Technical Education Resources

Recommendation:

State Board of Vocational-Technical Education encourage local education agencies to utilize secondary school vocational-technical education facilities in support of adult and other special programs during and after regular school hours.

Rationale:

The need for vocational-technical education programs designed to improve the knowledge, skills, and attitudes of individuals who have left the formal educational system is increasing. The changing workplace requires more emphasis to be placed on the provision of programs designed to retrain and upgrade the occupational skills of personal already in the work force.

Recent changes in the high school graduation requirements dictate that consideration be given to offering vocational-technical education programs outside regular school hours and during the summer to facilitate student requirements to make up courses, complete program requirements, and enroll in programs of special interest.

Secondary school vocational-technical education facilities frequently are not utilized to capacity during the school day and/or after regular school hours.

8. Summer Programs in Vocational-Technical Education

Recommendation:

The Administration introduce legislation during the 1987 session of the General Assembly to obtain State funds in support of summer programs in vocational-technical education.

Rationale:

Local school systems have traditionally offered courses in academic subjects during the summer to enable students to make up courses and participate in courses of special interest that time and scheduling prohibited them from taking during the school year. Courses in vocational-technical education are seldom offered during the summer primarily because of the additional costs associated with the operation of required laboratory facilities. Such courses were offered for several years by some of the school systems when Federal funds were available to supplement State and local funds utilized for this purpose. Although successful, the programs were discontinued because of reductions in funding and higher priorities for available funds.

Utilization of vocational technical centers during the summer is considered to be particularly appropriate at this time in view of increasing requirements for adult training, retraining, or upgrading of skills and the desirability of facilitating student requirements to make up courses, complete high school graduation requirements, and participate in programs of special interest.

RECOMMENDATIONS

1987

Council recommendations resulting from activities conducted during the period of this Report are listed below under the titles of the reports addressed in Part IV that support the recommendations.

A. EVALUATION OF VOCATIONAL EDUCATION DELIVERY SYSTEMS ASSISTED UNDER THE JOB TRAINING PARTNERSHIP ACT.

Recommendations

1. Private industry councils and local education agencies place more emphasis on the utilization of public secondary school vocational-technical education programs and facilities to satisfy JTPA requirements for occupational skill training.

2. State Board of Education implement the provision of the State Plan for Vocational-Technical Education that requires the establishment of a working review committee on matters related to coordination between vocational education and the JTPA.

3. Governor's Employment and Training Council in coordination with the Department of Employment and Training establish procedures for increasing the utilization of State Job Service placement services for JTPA participants.

4. Governor's Employment and Training Council revise procedures for the distribution and administration of funds allocated to the State for the Education and Coordination Grant Program to provide for the utilization of these funds in support of Statewide initiatives in areas of critical need such as school dropouts.

5. The Governor's Employment and Training Council determine the feasibility of developing procedures to vary the national performance standards according to some methodology that would encourage private industry councils to increase services provided individuals who face serious barriers to employment.

B. SCHOOL DROPOUTS AND AT-RISK STUDENTS

As a result of its study and analysis of the school dropout problem in Maryland, the State Council on Vocational-Technical Education offered three recommendations as a means of addressing the needs of at-risk students currently attending secondary schools and recent school dropouts in the 16 - 21 years age group. In recognition of the number of different problems that at-risk students and school dropouts may have, it is considered particularly important that the following features which have been identified by numerous authorities be incorporated in the recommended programs:

a. Caring and committed teachers and administrators.

b. Programs designed to satisfy student needs for basic education, counseling and support services.

c. Personalized instruction featuring low student-teacher ratios and program flexibility in hours and curriculum.

Recommendations

1. Establish a Statewide network of summer training and education programs as a means of reducing the school dropout rate of at-risk disadvantaged youth. Programs should be offered at each vocational-technical center to serve youth ages 14 and 15. Participants would be involved in part-time employment, remedial basic education and instruction in life skills and opportunities. The program would include two summer sessions and follow-up activities during the school year.

2. A residential public secondary school be established in Maryland to provide for the academic and vocational-technical education needs of at-risk students (16 years of age and over) and youth (under 21 years of age) who have left school prior to graduation. The school should be patterned after successful residential centers with regard to emphasizing remedial basic skills education, life skills, and the attainment of a General Education Development Certificate in conjunction with a strong vocational-technical education program. Suitable public facilities not currently being utilized should be considered as possible sites for the residential school.

C. FEASIBILITY OF A FORMAL APPRENTICESHIP PROGRAM IN PUBLIC SCHOOLS.

1. General

It is recommended that an apprenticeship - school linkage program be developed for use in the public schools of Maryland on a voluntary basis. It is suggested the program include the desirable features incorporated in similar programs currently in operation in other States. Responsibility for the development of the program should be assigned to the State Board of Education with the assistance of the State Apprenticeship and Training Council. Consideration should be given to new and emerging occupations and occupations in which continued employment growth is projected in determining specific occupations for high school apprenticeship programs.

A determined effort should be made at the State and local levels to publicize the availability and advantages of in-school apprenticeship. However, the decision to establish an in-school apprenticeship program should be based on careful consideration of local needs and priorities for vocational-technical education as they relate to the continued economic development and growth of the area and the State.

2. Specific Recommendations.

a. State Apprenticeship/Vocational Education Coordinating Steering Committee encourage the establishment of linkages among the vocational-technical education, apprenticeship and employer communities in each county and Baltimore City. The Committee should also advise the State Board of Education and State Apprenticeship and Training Council in the development of an apprenticeship - school linkage program.

b. State Board of Education permit local education agenices to establish memoranda of non-financial agreement with the State Director, Bureau of Apprenticeship and Training.

c. House Ways and Means Committee determine the need for initiating legislation during the 1988 session of the General Assembly to establish three model in-school apprenticeship programs in the public schools of the State.

d. Action be initiated to include $107,500 in additional State funds in the FY1989, 1990, and 1991 State budgets to support the establishment of three model in-school apprenticeship programs, one of which shall be located in Baltimore City. Such funds shall be used for the following purposes:

+	Salary - Statewide program coordinator	$50,000
+	Support on an as required basis to schools designated for model programs. Funds will be utilized for such purposes as:	$57,500
	- Dissemination of program information - Recruiting - Guidance support services - Preparation of reports and statistical data	
	Total	$107,500

RECOMMENDATIONS

1988

A. Council Legislative Proposals

The following recommendations for State legislation during the 1989 Session of the General Assembly are listed in the order of priority considered appropriate by the State Council on Vocational-Technical Education.

1. Summer Programs in Vocational-Technical Education

Recommendation:

The administration provide $600,000 in the State Department of Education Budget for Fiscal Year 1990 to support the establishment of summer programs in vocational-technical education.

Background:

Local school systems have traditionally offered courses in academic subjects during the summer to enable students to make up courses and participate in courses of special interest that time and scheduling prohibited them from taking during the school year. Courses in vocational-technical education are seldom offered during the summer primarily because of the additional costs associated with the operation of required laboratory facilities. Such courses were offered for several years by some of the school systems when Federal funds were available to supplement State and local funds utilized for this purpose. Although successful, the programs were discontinued because original appropriations were not renewed.

Rationale:

Utilization of vocational technical centers during the summer is considered to be particularly appropriate at this time in view of increasing requirements for adult training, retraining, or upgrading of skills and the desirability of facilitating student requirements to make up courses, complete high school graduation requirements, and participate in programs of special interest. The local subdivisions have extensive facilities for educational programs that prepare youth and adults for employment. The Council believes this investment should be fully utilized and not limited to 9 or 10 months of the year. In June 1988 the State Board of Education directed the State Department of Education to conduct a needs assessment on summer programs in vocational-technical education. A subsequent survey of the local education agencies on the establishment of summer programs provided the following information.

a. Eighteen school systems are interested in establishing summer programs if new federal or state funding could be obtained for this purpose.

b. The estimated number of students to be served range between 2700 and 4125. Anticipated participants include students in grades 8 - 12, dropouts and adults in need of retraining.

c. Services and programs offered would include vocational assessment, job readiness skills, career exploration, a wide range of vocational-technical education programs, and training activities in support of Maryland's Tomorrow Program.

d. Funds would be utilized for the following purposes:

Teacher salaries
Materials/supplies for instruction
Student transportation
Secretarial help
Guidance services
Custodial service
Operation of facilities

2. State Funded Governor's Challenge Grant Program for Equipment Purchases

Recommendation:

The Administration provide funds in the State Department of Education and State Board for Community Colleges Budgets for Fiscal Year 1990 to establish a State funded Governor's challenge grant program for the purchase of state-of-the-art equipment required to keep instruction relevant to the needs of business and industry. An initial Governor's grant fund of $1 million is suggested to establish the program.

Background:

One of the major problems faced by institutions that offer vocational-technical education programs is the increasing cost of state-of-the-art equipment required to keep instruction provided relevant to the needs of business and industry. Public schools have traditionally received varying degrees of support for vocational education programs from business and industry. During the 1980 session of the General Assembly legislation was passed which established a set aside from the State shares of basic expense aide to each county to be used for vocational-technical education programs. Since 1981 approximately $14 million (70 percent) of the funds allocated under this program have ben used to purchase equipment. However, most school systems in the State are operating some programs with inadequate or outdated equipment. This situation is aggravated by rapid changes in technology which dictate more frequent updating of equipment.

Rationale:

The results of a recent State Department of Education survey of local education agencies on unmet needs in vocational-technical education indicate 17 of the 20 respondents expressed a requirement for additional funds to purchase equipment. A need for equipment was identified by more school systems than any other requirement. An in depth survey of the equipment needs of secondary school agriculture programs indicates the 56 schools which offer such programs have a total need of $1,967,000 for equipment. These equipment needs were noted in all areas of the agriculture curriculum. Major items required include new technology equipment such as tissue culture labs and hydroponic units. A comprehensive State Department of Education survey of unmet equipment needs of all secondary school vocational-technical education programs is currently underway and scheduled for completion by February 1989.

Under the suggested Governor's challenge grant program community colleges and local education agencies would be eligible to apply for grants. Grant recipients would be required to provide not less than fifty percent of the costs of projects supported by grants from non-State sources. The non-State share would include assistance received from business and industrial firms including the donation of funds or the fair market value of in-kind contributions such as facilities, personnel, and equipment. Procedures for the administration of a grant match fund would be developed by the State Council on Vocational-Technical Education in coordination with the State Department of Education and State Board for Community Colleges.

3. Vocational-Technical Education Set Aside from State Shares of Basic Current Expense Aid

Recommendation:

The total amount annually set aside from the State shares of basic current expense aid to the counties be increased from $3.9 million to $5 million.

Background:

In 1979 the President of the Senate and Speaker of the House appointed a Special Joint Legislative Committee on Vocational-Technical Education to conduct a program and fiscal study of the manner in which additional State funds could be allocated to support a more comprehensive and responsive Statewide vocational-technical education program. This Committee, chaired by Senator James Simpson, recommended an increase in State general fund support for secondary vocational education programs. Legislation proposed by the Committee was not passed; however, in recognition of the need which was identified, the Committee was reappointed to continue its work during the 1979 interim. At the request of the Committee, Governor Hughes included $2.9 million in the State FY 1981 operating budget earmarked specifically for the support of vocational-technical education. These funds were allocated to the counties as set-asides from basic current expense aid. Similar legislation was passed each year through FY 1986. In FY 1987 the set-aside was increased to $3.9 million and designated as an annual program. Counties may use set-asides for the following purposes:

- Instructional Salaries
- Acquisition, Repair, or Replacement of Equipment
- Purchasing Additional Tools, Supplies, and Instructional Materials
- Technical Upgrading of Instructional Staff
- Increased Quantity and Quality of Placement Services
- Services to Handicapped and Disadvantaged
- Extended Day/Year Classes

Rationale:

Vocational programs cost more than non-vocational programs due to such factors as smaller classes, specialized equipment, supplies, and specialized support services. State vocational funding is based on the principle of funding the added costs of these programs. State funds are intended for expanding existing programs, adding new programs, and improving the quality of vocational-technical programs in the public secondary schools of Maryland. Designated vocational funding enables the state to move closer to achieving the goal of providing all students with access to high quality vocational training, that is realistic in light of actual or anticipated opportunities for gainful employment, and suited to individual needs, interests, and ability to benefit from such training.

The amount of funds authorized for vocational-technical education set-asides each year has not increased by the same percentage as the State share for basic current expense aid.

Between FY 1981 and FY 1989 Basic current expense aid increased from $942 to $1,999 or 112 percent per full-time equivalent enrollment. During the same period annual set-asides from basic current expense have increased from $2.9 million to $3.9 million (34 percent). If funds authorized for vocational-technical education set-asides were increased by the same percentage as basic current expense aid during the period FY 1981 - FY 1989, set-asides from basic current expense aid for FY 1989 would be $6,148,000 vice $3,900,000. The following table summarizes the purposes for which categorical funds were utilized during the period FY 1981 - FY 1988.